

GOVINGTON

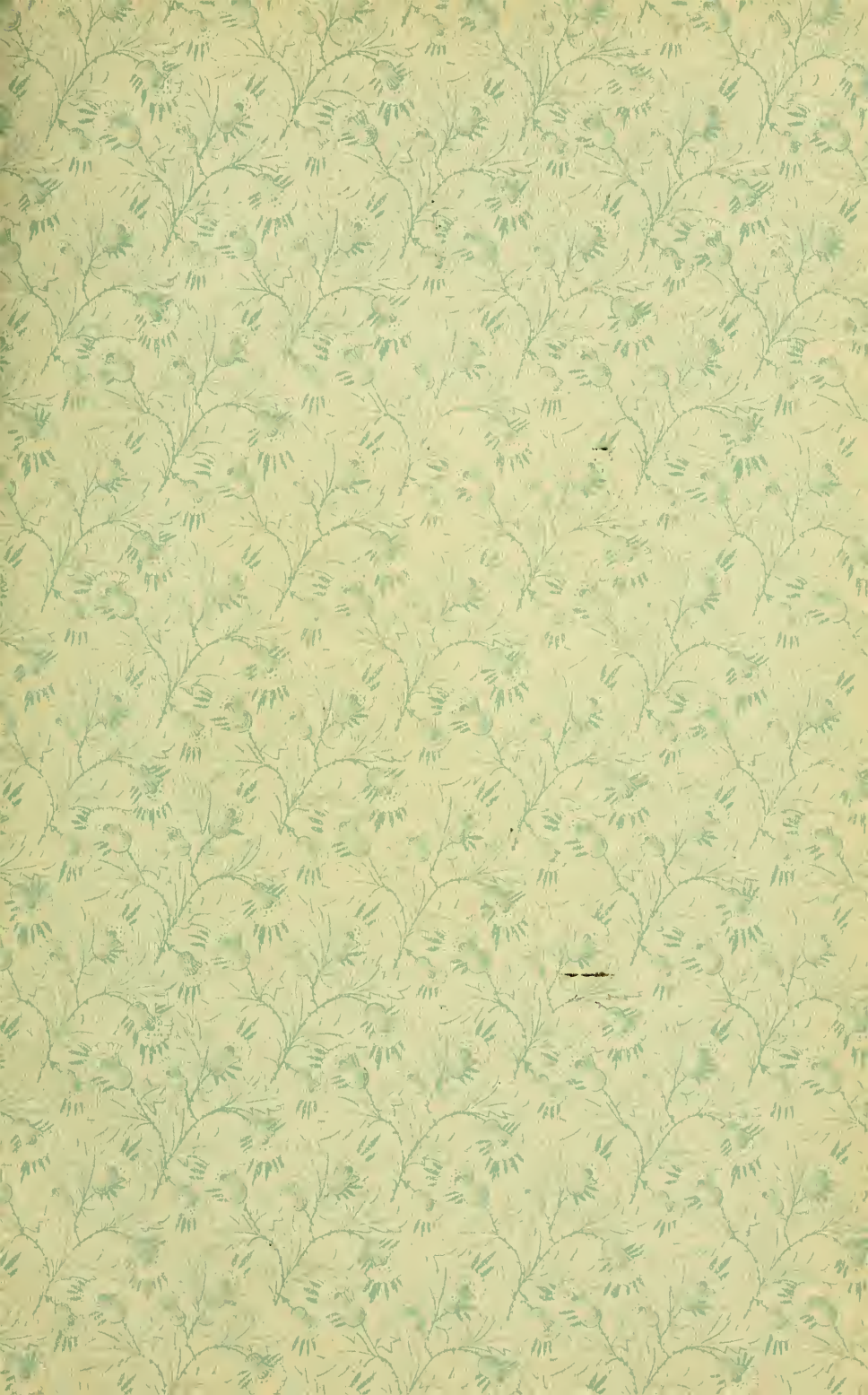
PUBLIC SCHOOLS,

1893 - 94.



Class 113

Book 1



Annual Report

—OF THE —

SUPERINTENDENT

— OF THE —

57415
Public Schools

— OF —

COVINGTON, KY.

1893-94.

KENTUCKY PUB. CO.,
PRINT,

OFFICERS AND MEMBERS
OF THE
SCHOOL BOARD,
FOR
1893.

OFFICERS.

PRESIDENT.

B. GRAZIANI, 508 Madison Avenue.

CLERK.

WM. P. McLAUGHLIN, 508 Scott Street.

TREASURER.

GEO. H. DAVISON, office, Court House.

COLLECTOR.

DAN'L KINGSLEY, office, Court House.

SUPERINTENDENT.

*JOHN W. HALL, office, High School Building

*On July 7, 1893, John W. Hall was succeeded, in the Superintendency, by W. C. Warfield.

MEMBERS.

First Ward—J. F. Sayers, 116 East Eighth Street.

Greene Fenley, 160 East Third Street.

Second Ward—Dr. J. R. Allen, 18 East Eighth Street.

Jos. E. Mitchell, 907 Greenup Street.

Third Ward—H. C. Thomas, 1228 Scott Street.

J. M. McClung, 549 Madison Avenue.

Fourth Ward—J. L. Bristow, 519 Madison Avenue

T. Heineman, 912 Russell Street.

Fifth Ward—B. F. Graziani, 508 Madison Avenue.

J. B. Linneman, 148 Pike Street.

Sixth Ward—Dr. J. T. Wallingford, 1446 Madison Avenue

Thos. G. Woods, Powell and Garrard Streets

Seventh Ward—James H. Gahan, 441 Bullock Street.

Dr. J. A. Averdick, Eighth and Bakewell Sts

Eighth Ward—James J. McCourt, 524 Craig Street.

John Evans, S. E. cor. Scott and Park Place

Ninth Ward—W. W. Payne, Farmers' and Traders' Bank

Fred W. Piel, 1224 Scott Street.

Tenth Ward—T. J. Ellis, 624 Madison Avenue.

Alex. H. Evans, 275 West Twelfth Street.

STANDING COMMITTEES.

WAYS AND MEANS.

W. W. Payne,	Dr. J. A. Averdick,
J. L. Bristow,	Jos. E. Mitchell
T. Heineman,	

SCHOOL ORGANIZATION.

Dr. J. T. Wallingford,	J. F. Sayers,
James J. McCourt,	Jos. E. Mitchell
Greene Fenley,	

CLAIMS.

H. C. Thomas,	J. B. Linneman,
John Evans,	T. J. Ellis
Fred. W. Piel,	

SALARIES.

J. L. Bristow,	J. F. Sayers,
J. M. McClung,	Alex. H. Evans
W. W. Payne,	

PUBLIC BUILDINGS.

Thos. G. Woods,	T. Heineman,
Fred. W. Piel,	Alex. H. Evans
J. M. McClung,	

PROPOSITIONS AND GRIEVANCES.

James H. Gahan,	H. C. Thomas,
Jos. E. Mitchell,	J. B. Linneman
T. J. Ellis,	

LAW.

Greene Fenley,	J. L. Bristow,
T. Heineman,	J. M. McClung
James H. Gahan,	

COVINGTON PUBLIC SCHOOLS.

RULES AND REGULATIONS.

Dr. J. A. Averdick,
 Greene Fenley, J. L. Bristow,
 H. C. Thomas, Dr. J. R. Allen

TEXT BOOKS.

Dr. J. R. Allen,
 H. C. Thomas, Jos. E. Mitchell,
 Dr. J. T. Wallingford, Greene Fenley

ELECTIONS.

Alex. H. Evans,
 James H. Gahan, James J. McCourt,
 J. B. Linneman, John Evans

SUPPLIES.

J. F. Sayers,
 T. J. Ellis, J. M. McClung,
 John Evans, Alex. H. Evans

HEALTH AND SANITARY REGULATIONS.

Dr. J. R. Allen,
 Dr. J. T. Wallingford, Dr. J. A. Averdick,
 Thos. G. Woods, Fred. W. Piel

TEACHERS.

Dr. J. T. Wallingford,
 J. L. Bristow, James J. McCourt,
 W. W. Payne, J. F. Sayers

LOCAL TRUSTEES.

HIGH SCHOOL.

President, *Ex-officio*.
 Dr. J. T. Wallingford,
 Dr. J. A. Averdick, J. F. Sayers,
 T. J. Ellis, James J. McCourt

FIRST DISTRICT.

	J. F. Sayers,	
Dr. J. R. Allen,	Greene Fenley,	Jos. E. Mitchell

SECOND DISTRICT.

	T. J. Ellis,	
J. B. Linneman,		Fred. W. Piel,
T. Heineman,		Alex. H. Evans

THIRD DISTRICT.

	James J. McCourt,	
James H. Gahan,		J. L. Bristow,
John Evans,		Dr. J. A. Averdick

FOURTH DISTRICT.

	Dr. J. T. Wallingford,	
J. M. McClung,		Thos. G. Woods,
W. W. Payne,		H. C. Thomas

COLORED SCHOOL.

	Dr. J. A. Averdick,	
Dr. J. R. Allen.		T. Heineman.

KINDERGARTENS.

WEST END.

	J. L. Bristow,	
T. Heineman,		Thos. G. Woods,
W. W. Payne,		Fred. W. Piel

EAST END.

	James H. Gahan,	
James J. McCourt.		H. C. Thomas,
Dr. J. R. Allen,		John Evans

COLORED.

	Dr. J. A. Averdick,	
Dr. J. R. Allen,		T. Heineman.

BOARD OF EDUCATION,

Covington, Ky,

1894.

OFFICERS.

PRESIDENT.

DR. J. A. AVERDICK, cor. Eighth and Bakewell Streets.

VICE-PRESIDENT.

DR. J. R. ALLEN, No. 18 East Eighth Street.

CLERK.

W. P. McLAUGHLIN, No. 508 Scott Street.

TREASURER.

JOHN O'MEARA, Court House.

COLLECTOR.

F. DARENKAMP, Court House.

SUPERINTENDENT.

W. C. WARFIELD, High School.

MEMBERS.

First Ward—Thos. Sullivan, S. E. cor. Ninth and Greenup
Thos. Read, 814 Greenup Street.

Second Ward—J. R. Allen, M. D., 18 East Eighth Street
Chas. Nock, 830 Madison Avenue.

Third Ward—James Mulcahy, 26 Trevor Street.
H. Stuntebeck, 818 Madison Avenue.

Fourth Ward—Max Herbst, Latonia Hotel.
C. H. Hull, 67 West Robbins Street.

Fifth Ward—Casper Pohlman, 200 West Twelfth Street
J. B. Glindmeyer, 73 Pike Street.

Sixth Ward—Thos. G. Woods, Fifteenth and Garrard Sts
Daniel Finnegan, 1411 Kendall Street.

Seventh Ward—J. A. Averdick, M. D., Eighth and Bakewell
James H. Gahan, 441 Crescent Avenue.

Eighth Ward—James J. McCourt, 524 Craig Street.
John Evans, Scott Street and Park Place.

Ninth Ward—F. Willenbrink, 1211 Lee Street.
Thos. Ashbrook, 1610 Banklick Street.

Tenth Ward—H. B. Huelefeld, Eleventh and Hermes Ave
Alex. H. Evans, 275 West Twelfth Street.

STANDING COMMITTEES.

WAYS AND MEANS.

Max Herbst,
 James J. McCourt, J. B. Glindmeyer,
 Thos. Read, H. B. Huelefeld

SCHOOL ORGANIZATION.

Thos. Read,
 James H. Gahan, Thos. Ashbrook,
 Thos. G. Woods, James Mulcahy

CLAIMS.

John Evans,
 F. Willenbrink, Max. Herbst,
 Thos. Sullivan, H. Stuntebeck

SALARIES.

James H. Gahan,
 Alex. H. Evans, Casper Pohlman,
 James J. McCourt, C. H. Hull

PUBLIC BUILDINGS.

Thos. G. Woods.
 Casper Pohlman, James H. Gahan,
 Daniel Finnegan, Max Herbst

PROPOSITIONS AND GRIEVANCES.

Charles Nock,
 C. H. Hull, John Evans,
 J. B. Glindmeyer, Thos. Sullivan

LAW.

C. H. Hull,
 James Mulcahy, H. B. Huelefeld,
 Thos. Ashbrook, H. Stuntebeck

RULES AND REGULATIONS.

J. B. Glindmeyer,

Thos. Ashbrook,

Dr. J. R. Allen,

Daniel Finnegan,

F. Willenbrink

TEXT BOOKS.

Dr. J. R. Allen,

Chas. Nock,

John Evans,

James Mulcahy,

Casper Pohlman

ELECTIONS.

Thos. Sullivan,

Alex. H. Evans,

Thos. Read,

C. H. Hull,

H. B. Huelefeld

SUPPLIES.

James J. McCourt,

Thos. G. Woods,

Charles Nock,

F. Willenbrink,

Daniel Finnegan

HEALTH AND SANITARY.

Dr. J. R. Allen,

Alex. H. Evans,

H. B. Huelefeld,

Charles Nock,

C. H. Hull

LOCAL TRUSTEES.

HIGH SCHOOL.President, *Ex-officio*.

Thos. Read,	C. Pohlman
James H. Gahan,	Thos. G. Woods
J. R. Allen, M. D.,	

FIRST DISTRICT.

Thos. Read,	
Charles Nock,	Max Herbst
Dr. J. R. Allen,	

SECOND DISTRICT.

C. Pohlman,	
Thos. Ashbrook,	Alex. H. Evans
H. B. Huelefeld,	F. Willenbrink

THIRD DISTRICT.

James H. Gahan,	
C. H. Hull,	John Evans,
Jas. J. McCourt,	J. B. Glindmeyer

FOURTH DISTRICT.

Thos. G. Woods,	
Daniel Finnegan,	Jas. Mulcahy,
H. Stuntebeck,	Thos. Sullivan

COLORED SCHOOL.

Dr. J. R. Allen,	
Jas. Gahan,	Thos. Read.

KINDERGARTENS.

EAST END.

Max. Herbst,

Chas. Nock,

H. Stuntebeck,

Jas. J. McCourt,

John Evans

WEST END.

Jas. Mulcahy,

Thos. Ashbrook,

Jas. H. Gahan,

H. B. Huelefeld,

C. H. Hull

COLORED.

Dr. J. R. Allen,

Jas. H. Gahan,

Thos. Read.

NAMES OF TEACHERS.

With their Grades, Residences and Salaries for 1893-94.

HIGH SCHOOL.

H. R. Blaisdell, Principal; 910 Scott St.	\$1,600
Mattie E. Tearne, 1st Ass't; 110 E. Fifth St.	1,250
Lillie Southgate, 2d Ass't; 1557 Madison Ave.	850
Lorena Kennedy, 3d Ass't; 1610 Scott St.	850
Callie K. Walls, 4th Ass't; 1047 Russell Ave.	850

A. INTERMEDIATE, HIGH SCHOOL BUILDING.

Mrs. Alice Bernhardt, A. Int.; 1829 Scott St.	\$600
Rosa M. Johnson, A. Int.; 333 Garrard St.	600
Jennie Davison, A. Int.; 820 Main St.	600
Mrs. Mary R. Perrin, A. Int.; 1561 Greenup St.	600

B. INTERMEDIATE, HIGH SCHOOL BUILDING.

Augusta Gerhard, 18 West Ninth St.	\$600
Sarah Healy, 246 Western Ave.	600

FIRST DISTRICT.

G. T. Tupman, Prin.,	B. Int.; 2002 Garrard St.	\$1,250
Georgia B. Thurston,	B. Gram.; 828 Scott St.	550
Seddie J. Howard,	A. Gram.; 29 E. Fifth St.	550
Alma Baker,	B. Gram.; 828 Scott St.	500
Kate C. Johnson,	B. Gram.; 1131 Scott St.	500
Lena Martin,	C. Gram.; 120 E. Second St.	500
Lizzie Burland,	C. Gram.; 824 Willard St.	500
Charlotte Fagin,	A. Prim.; 1418 Garrard St.	500
Violetta Kohmescher,	A. Prim.; 145 E. Seventh St.	500
Alice Martin,	B. Prim.; 64 E. Fifth St.;	500
Ella A. Shea,	B. & C. Prim.; 124 E. Second St.	500
Mahala Pugh,	C. Prim.; 560 Pike St.	500

SECOND DISTRICT.

E. W. Willis, Prin.,	B. Int.; 126 W. Eighth St.	\$1,250
Amelia Griffing,	A. Gram.; 71 E. Eighth St.	550
Lida V. Boude,	A. Gram.; 17 E. Ninth St.	550
Mrs. Lida R. Essex,	B. Gram.; 13th & Greenup	500
Rae Graham,	B. Gram.; 119 W. Fifth St.	500
Alice E. Kennedy,	C. Gram.; 12th and Greenup;	500
Mae B. Martin,	C. Gram.; 9 E. Ninth	450
Mrs. Thyrza T. Wilson,	C. Gram.; 20th and Garrard	500
Emma Brogan,	A. Prim.; 1424 Russell St.	500
Edith Kerchevel,	A, Prim.; 1005 Madison Ave.	500
Emma J. Walker,	A. Prim.; 1559 Madison Ave.	400
Etta Crockett,	B. Prim.; 1518 Banklick St.	500
Nonie S. Spilman,	B. Prim.; 1231 Banklick St.	500
Rebecca Lautenschlager,	B. Prim.; 113 Trevor St.	500
Carolyn E. Bonney,	C. Prim.; 1042 Russell Ave.	500
Agnes J. Shaw,	C. Prim.; 103 W. Seventh St.	500
Rena Rich,	C. Prim.; Lexington Pike.	500
Emma E. Friedrichs,	German; 809 Main St.	500

THIRD DISTRICT.

Geo. A. Yates, Prin., B Int.;	\$1,250
Lizzie Williams, A. Gram.; 140 W Fourth St	550
Lizzie Sowden, A. Gram.; 136 W. Fourth St.	550
Grace Thomas, B. Gram.; 48 W. Fifth St.	500
Mary Ambrose, B. Gram.; 1333 Holman St.	500
Nina Norvell, C. Gram.; 713 Garrard St.	500
Sophia Unkraut, C. Gram.; 1525 Holman St.	500
Ada Crossweller, C. Gram.; 22 Lockwood St.	500
Mary C. Shine, A. Prim.; 607 Greenup St.	500
Jennie Littell, A. Prim.; Westwood, O.	500
Grace C. Smith, A Prim.; 438 Crescent Ave.	350
Eliza Rees, B. Prim.; 58 W. Third St.	500
Mrs. Kate Callahan, B. Prim.; 321 Philadelphia St.	500
Kate E. Murphy, B. Prim ; 33 E. Fourth St.	500
Margaret Shine, B. Prim.; 607 Greenup St.	400
Anna L. Johnson, C. Prim.; 737 Scott St.	500
Serepta Rawlings, C. Prim.; 512 Main St.	500
Agnes J. McVean, C. Prim.; 915 Scott St.	400

FOURTH DISTRICT.

Arnold Ellis, Prin.,	B. Int.; 16 W. Tenth St.	\$1,250
Fannie French,	A. Gram.; 25 E. Ninth St.	550
Marguerite H. Johnson,	A. Gram.; 332 Garrard St.	550
Mattie A. Clark,	B. Gram.; 707 Scott St.	500
N. Isabella Clark,	B. Gram.; 707 Scott St.	500
E. Susan McArthur,	B. Gram.; 126 E. Tenth St.	400
Emma Richards,	C. Gram.; 734 Greenup St.	500
Henrietta H. Ross,	C. Gram.; 1515 Garrard St.	500
Frances Evans,	C. Gram.; 1001 Russell St.	500
Lizzie T. Jackson,	A. Prim.; 1131 Scott St.	500
Mary B. Walker,	A. Prim.; 1559 Madison St.	450
Belle Guerin,	A. Prim.; 25 Martin St.	500
Sallie Jones,	B. Prim.; 1871 Scott St.	500
Nannie C. Sheerer,	B. Prim.; 902 Scott St.	500
Mrs. Kate Abernathy,	B. Prim.; 21 Martin St.	500
Lizzie Pyle,	C. Prim.; 718 Garrard St.	500
Ella Lewis,	C. Prim.; 1116 Banklick St.	500
Cynthia W. King,	C. Prim.; 644 Sanford St.	500

SEVENTH-STREET (COLORED).

Samuel R. Singer,	Principal; 1625 Scott St.	\$1,250
Minnie Moore,	A. & B. Int.; 322 Court St., Cin.	600
Lilian Armstrong,	B, Int. & A. Gram.;	
	296 Park Ave., Cin.	550
Tillie Young,	B. Gram.; 121 E. Robins St.	400
Laura A. Troy,	C. Gram.; 532 W. Liberty, Cin.	350
Mary E. Allen,	A. Prim.; 828 Washington	450
Annie E. Price,	A. Prim.; 154 E. Tenth St.	500
Chas. Haggard,	B. Prim.; 13 Harvey St.	400
Erminei H. Bell,	C Prim.; 76 Pleasant St.Cin.	500

KINDERGARTENS.

WEST END.

Jessie Gibbs,	Director; Cincinnati, O.	\$400
Mrs. Ollie Lee Gray,	Ass't; 118 E. Seventh St.	350

EAST END.

Grace Wisenall,	Director; 121 E. Third St.	\$400
Kittie Sullivan,	Ass't; 94 May St.	
	Walnut Hills, Cin.	350

SEVENTH-STREET

Clara Sullivan,	Director; 29 Mitchell Ave.	
	Mt. Auburn, Cin.	400
Estelle Silver,	Ass't; 220 Dayton St., Cin.	350

SPECIAL TEACHERS.

Frank L. Bristow,	Music, 615 Greenup St.	\$1,250
Helen McLean,	Writing, 1414 Madison Ave.	800
Ella Hiff,	Drawing, 1345 Scott St.	600

COMMANDANT OF PUBLIC SCHOOL CADETS.

Geo. C. Saffarrans, 2nd Lieut., U. S. A., Fort Thomas, Ky.

SUBSTITUTES FOR 1893-94.

-
- *1—Agnes J. McVean, 919 Scott St.
 - 2—Nannie Bristow, 828 Scott St.
 - 3—Clara Taylor, 25 Martin St.
 - *4—Grace Smith, 438 Crescent Ave.
 - *5—Margaret Shine, 607 Greenup St.
 - 6—Ella Hall, 2032 Garrard St.
 - 7—Seddie H. Grunkemeyer, 29 E. Fifth St.
 - 8—Ophelia Oder, 1735 Greenup St.
 - 9—Maggie O'Donnell, 255 W. Third St.
 - 10—Alice Gerhard, 18 W. Eighth St.
 - 11—Margaret Emley, 628 Garrard Ave.
 - 12—Virginia Logan, Kindergartner, 512 Craig St.
 - 13—Claudie Webb, Kindergartner, 156 W. Fourth St.
 - 14—Bettie Adams, Kindergartner, 526 Russell Ave.
 - 15—Marie Nock, Kindergartner, 625 Greenup St.
 - 16—Elizabeth Evans, Kindergartner, 104 Riddle St.

*Appointed to a position as a regular teacher during the year.

NAMES OF JANITORS,

With Their Residences and Salaries for 1893-94.

High School—W.D. Edwards, 1430 Russell Ave.	\$900
First District—Morris Murphy, 99 Saratoga St.	650
Second District—P. J. Divinney, 66 Lynn St.	736
Third District—Daniel Curtin, 639 Philadelphia	736
Fourth District—John Roberts,	736
Seventh-Street (Colored) *Andrew Jackson,	500
†John Ward, 18 E. Eighth St.	

*Resigned.

†Successor to Andrew Jackson, resigned.

CLERK'S ANNUAL REPORT.

To the School Board of the City of Covington:

GENTLEMEN:—I herewith submit you my annual report as your Clerk for the year ending June 30, 1893:

RECEIPTS 1892-93.

State Taxes.....	\$ 32,920 00
City Taxes.....	38,604 76
Delinquent Taxes.....	971 09
Tuition.....	570 80
Redemption Property.....	241 43
Accrued Interest and Premium..	140 00
Supplies.....	70 00
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	\$ 73,518 08

DISBURSEMENTS.

Bonds.....	\$ 8,000 00
Incidentals.....	805 15
Clerk.....	600 00
Supplies.....	2,068 79
Printing and Stationery.....	300 75
Insurance.....	180 00
Repairs.....	8,330 23
High School.....	9,760 00
First District.....	7,397 93
Second District.....	10,233 06
Third District.....	9,588 39
Fourth District.....	10,162 71
Colored School.....	5,016 14
Fuel.....	1,781 30
Salaries.....	5,991 09
School Furniture.....	535 50
Coupon Interest.....	810 00
Premium and Interest.....	188 46
G. H. Davison.....	200 00
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	\$ 81,949 50

Balance in the hands of the
Treasurer June 30, 1893.....

13,531 00

TRIAL BALANCE JULY 1, 1893.

Real Estate.....	\$205,840 06	
Bonds	8,000 00	
Bonded Debt.....		40,500 00
Claimants' Personal Accounts...		552 94
State Taxes.....		32,920 00
Supplies		70 00
City Taxes		38,604 76
Delinquent Taxes.....		971 09
Tuition		570 80
Redemption Property.....		241 43
Incidentals	805 15	
Clerk	600 00	
Supplies.....	2,068 79	
Printing and Stationery.....	300 75	
Insurance.....	180 00	
Repairs	8,330 23	
High School.....	9,760 00	
First District	7,397 93	
Second District.....	10,233 06	
Third District.....	9,588 39	
Fourth District.....	10,162 71	
Colored School.....	5,016 14	
Fuel	1,781 30	
Salaries	5,991 09	
School Furniture.....	535 50	
Coupon Interest.....	670 00	
Premiums and Interest.....	188 46	
Geo. H. Davison.....	200 00	
Geo. H. Davison, Treasurer.....	13,531 00	
School Board.....		186,749 54
	\$301,180 56—	\$301,180 56

Comparison	1892.	1893.
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RECEIPTS.

State Taxes.....	\$ 30,406 04	\$ 32,920 00
City Taxes.....	38,320 40	38,604 76
Delinquent Taxes.....	1,137 46	971 09
Tuition.....	580 60	570 80
Insurance	701 18	
School Furniture.....	179 00	
Accrued Interest and Premium..	41 36	140 00
Bonds, sale of.....	5,500 00	
Supplies		70 00
Redemption Property.....		241 43
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	\$ 76,866 13	\$ 73,518 08

DISBURSEMENTS.

Bonds purchased.....		\$ 8,000 00
Incidental	\$ 482 38	805 15
Clerk	600 00	600 00
Supplies	1,472 96	2,068 79
Printing and Stationery.....	453 15	300 75
Insurance	867 00	180 00
Repairs	6,837 15	8,330 23
High School.....	9,314 25	9,760 00
First District.....	7,317 34	7,397 93
Second District.....	13,135 65	10,233 06
Third District.....	9,414 99	9,588 39
Fourth District.....	9,544 68	10,162 71
Colored School.....	4,131 16	5,016 14
Fuel	1,332 95	1,781 30
Salaries	4,646 20	5,991 09
School Furniture.....	1,078 20	535 50
Coupon Interest.....	2,320 00	810 00
Premium and Interest		188 46
G. H. Davison	200 00	200 00
Census.....	51 25	
Heating Apparatus.....	6,157 00	
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	\$ 79,356 31	\$ 81,949 50

The bonded debt remains the same as reported last year, the amount of bonds outstanding being \$40,500: \$20,000 School Board Redemption Bonds, due July 1, 1897 (four per cent.). \$20,500 School Board Improvement Bonds, due July 1, 1905 (four per cent.).

The receipts for this year are less than those of 1892 by \$3,348.05, but in this connection it should be remembered that one item of the receipts for 1892 was \$5,500 from sale of bonds, making the receipts from other sources \$71,366.13, and making the receipts this year \$2,151.95 more than last year.

The disbursements for the year exceed those of last year by 2,593.19. but during the year, and included in the disbursements, we purchased \$8,000 of bonds, paying for same with premium \$8,188.76, so that, allowing for the actual cost of running the schools for the year ending June, 30, 1893, has been \$5,595.39 less than last year.

The bonds purchased by the Board (8,000), together with the estimated amount of the Sinking Fund by July, 1897, will be more than ample to pay off the \$20,000 of bonds due at that time.

Most respectfully submitted,

W. P. McLAUGHLIN, Clerk.

CLERK'S ANNUAL REPORT.

To the Hon. President and Members of the Board of Education of Covington, Ky:

GENTLEMEN:—I herewith submit my annual report for school year ending June 30, 1894:

TRIAL BALANCE

Board of Education.....		\$186,267 99
Real Estate.....	\$205,840 06	
Bonds.....	8,700 00	
Bonded Debt.....		40,500 00
Claimants' Personal Accounts...	12	
John O'Meara, Treasurer.....	14,906 15	
State Taxes.....		35,322 90
City Taxes.....		40,262 43
Delinquent Taxes.....		1,478 17
Tuition.....		574 40
Incidentals.....	3,198 10	
Clerk.....	600 00	
Supplies.....	1,315 35	
Printing and Stationery.....	367 28	
High School.....	9,836 03	
First District.....	7,498 18	
Second District.....	10,435 43	
Third District.....	9,928 96	
Fourth District.....	10,872 00	
Colored School.....	5,490 21	
Fuel.....	2,612 67	
Coupon Interest.....		320 00
Premium and Interest.....	6 33	
School Furniture.....	841 65	
Insurance.....		4,811 55
Library.....		1,213 50
Repairs.....	10,696 83	
Salaries.....	7,605 59	

\$310,750 94—\$310,750 94

RECEIPTS AND DISBURSEMENTS 1893-94.

RECEIPTS.

State Taxes.....	\$ 35,322 90
City Taxes.....	40,262 43
Delinquent Taxes.....	1,478 17
Tuition.....	594 40
Coupon Interest.....	320 00
Insurance.....	5,030 25
Library.....	1,213 50
School Furniture	16 35

DISBURSEMENTS.

Bonds	\$ 700 00
Incidentals.....	3,198 10
Clerk	600 00
Supplies	1,315 35
Printing and Stationery	367 28
High School	9,836 05
First District.....	7,498 18
Second District.....	10 435 43
Third District.....	9,928 96
Fourth District.....	10,872 00
Colored School.....	5,490 21
Fuel	2,612 67
Premiums and Interest.....	6 33
School Furniture.....	858 00
Insurance.....	218 70
Repairs.....	10,696 83
Salaries	7,605 59
Tuition.....	20 00

\$ 82,259 68

Balance on hand July, 1, 1894..... \$ 14,906 15

BONDED INDEBTEDNESS IS:

July 1, 1887—	
School Board Redemption.....	\$ 20,000 00
Ten years—due July, 1897 (four per cent.)	
Redeemed and cancelled.....	300 00

Amount outstanding due 1897.....	\$ 19,700 00
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July 1, 1890—	
School Board Improvement.....	\$ 20,500 00
Fifteen years—due July, 1905 (four per cent.)	
Redeemed and cancelled	900 00

Out-standing due in 1905	\$ 19,600 00
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Bonds due 1897	\$ 19,700 00
Bonds due 1905	19,600 00

June 30, 1894—Total outstanding.....	\$ 39,300 00
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We have on hand bonds purchased for the Sinking Fund as follows:

City of Covington Redemption Bonds, issued	
August, 1892 (four per cent.).....	\$ 7,000 00
City of Covington Waterworks Bond, issued	
1888 (four per cent.)	1,000 00

Total amount.....	\$ 8,000 00
On hand in the Sinking Fund, cash.....	\$ 5,065 15

The bonds purchased and held by the Board, together with the cash in the Sinking Fund, and the amount (\$3,000) which the Board is compelled by law to set apart each year from taxes collected, will be sufficient to pay off all bonds, and then have a very comfortable balance in the Sinking Fund.

The Repair and Incidental Accounts were greatly swelled this year by the repairing of the Fourth District School building, occasioned by the fire of January, 1894.

The repairing on building and furniture made necessary, amounted to \$8,367.61. This is \$3,357.30 in excess of the amount received from policies of insurance, very nearly all of which was expended putting in the proper furnaces and shafts for heating and ventilating the building.

Under the new charter of the city, whenever a sufficient fund has been accumulated, there shall be established and maintained as part of the school system, a public library, for the benefit of the pupils of the public schools in particular, and the public in general. This was wise and good legislation, and all honor is due to our representatives for the active part taken by them in pushing the act to a passage. It will fill a long felt want in the training and education of the wards of the city and the pupils of the public schools.

We have in the new Library Fund \$1,213.50, being one-half of the net amount of fines and costs paid into the Police Court up to July 1st.

It is estimated that at the end of the year we shall have from this source and the one per cent. of the tax collected, for active purposes, at least \$6,500, when steps should be taken by the Board to fully carry out the intentions of the Legislature.

I would suggest that all school property held by the Board be re-appraised, as it has not been done for ten years. In re-appraising, I am confident a great increase in value will be shown.

Thanking you for favors shown, I am,

Yours respectfully,

W. P. McLAUGHLIN, Clerk.

STATISTICS.

Population of City of Covington.

Total Population; 1890.....	38,000
Present Population (estimated)	50,000

School Census, 1894.

FIRST DISTRICT.

	MALES.	FLMALES.	TOTAL.
White	2,702	2,669	5,371
Colored	194	213	407
	<hr/>	<hr/>	<hr/>
	2,896	2,882	5,778

SECOND DISTRICT.

	MALES.	FEMALES.	TOTAL.
White	4,296	4,087	8,383
Colored.....	250	243	493
	<hr/>	<hr/>	<hr/>
	4,546	4,330	8,876

SUMMARY.

	MALES.	FEMALES.	TOTAL.
White	6,998	6,756	13,754
Colored.....	444	456	900
	<hr/>	<hr/>	<hr/>
	7,442	7,212	14,654

Grand total number children enumerated in census of 1894.....	14,654
--	--------

NOTE—For convenience the city of Covington is divided into two census districts. The census districts are not identical with the school districts.

TABLE I.

Principal's Report to the Superintendent for the year ending June, 30, 1893.

TEACHERS.	GRADES	No. enrolled since beginning of year.	No. received by transfer during year.	No. withdrawn during year.	No. lost by transfer during year.	No. remaining at end of year.	Average number belonging.	Average daily attendance.	Average daily absence.	Percent of attendance on average No. belonging.	Cases of tardiness during year.	No. of pupils not absent during year.	No. neither absent nor tardy during year.	No. of cases of corporal punishment.	No. studying German.	No. of non-resident pupils.
G. T. Tupman....	B Int.....	35	0	14	0	21	30.3	28.6	1.7	94.8	71	1	10	1	0	2
G. B. Thurston....	A Gram.....	34	0	8	1	25	29.7	28.3	1.4	95.3	102	2	18	2	0	1
S. J. Howard.....	A ".....	36	0	7	1	28	31.1	28.9	2.2	92.9	35	1	21	1	0	0
Alma Baker.....	B ".....	36	1	8	3	26	31.4	30.0	1.4	92.9	39	1	15	1	3	1
K. C. Johnson....	B ".....	32	5	10	2	25	27.0	25.4	1.6	94.0	48	2	10	2	0	0
Lena Martin.....	C ".....	53	2	13	11	31	37.4	34.1	3.3	91.1	99	0	14	0	0	2
L. Burland.....	C ".....	44	4	14	1	33	35.4	32.2	3.2	90.9	98	1	16	1	2	0
C. Fagin.....	A Prim.....	44	4	11	2	35	36.4	33.8	2.6	92.0	113	1	17	1	0	0
V. Kohmescher...A "	".....	65	7	18	8	46	47.4	44.0	3.4	92.0	110	1	26	0	0	0
A. Martin.....B "	".....	42	2	5	1	38	36.5	33.4	3.1	91.5	63	1	21	0	3	0
E. A. Shea.....C "	".....	46	2	8	5	35	35.7	33.8	1.9	94.6	84	1	28	1	0	0
M. Pugh.....C "	".....	123	6	49	7	73	84.6	75.5	9.1	89.0	106	0	80	0	3	0
Total.....		590	33	165	42	416	402.9	428.0	34.0	92.0	968	12	280	10	19	0

GEORGE T. TUPMAN,
Principal First District.

TABLE II.

Principal's Report to the Superintendent for the year ending June 30, 1893.

TEACHERS.	GRADE	No. enrolled since beginning of year.	No. received by transfer during year.	No. withdrawn during year.	No. lost by transfer during year.	No. remaining at end of year.	Average number belonging.	Average daily attendance.	Average daily absence.	Per cent. of attendance on average No. belonging.	Cases of tardiness during year.	No. of pupils not absent during year.	No. of pupils not tardy during year.	No. neither absent nor tardy during year.	No. of cases of corporal punishment.	No. studying German.	No. of non-resident pupils.
E. W. Willis.....	A Int.....	35	0	15	0	20	27.0	25.7	1.8	93.5	117	2	12	2	6	0	2
Mrs. M. R. Perrin	A Gram.....	26	0	7	1	18	23.0	22.1	9.0	96.0	90	0	2	0	0	0	0
A. Griffling	A ".....	29	1	6	0	24	24.7	23.7	1.0	95.0	68	4	16	4	0	0	1
L. V. Boudé.....	B ".....	42	1	7	1	35	38.4	36.7	1.7	95.6	60	3	24	3	0	9	0
R. E. Graham.....	B ".....	42	1	18	7	26	31.8	30.0	1.8	94.4	96	4	12	4	0	10	1
L. R. Essex.....	C ".....	32	3	6	0	29	29.1	27.8	1.3	95.0	98	3	17	2	0	22	0
A. E. Kennedy.....	C ".....	34	2	9	3	24	26.5	25.2	1.3	95.0	60	2	16	1	5	11	0
M. Martin.....	C ".....	33	3	7	2	27	28.0	26.4	1.6	94.3	40	0	17	0	0	14	1
E. Brogan.....	A Prim.....	42	3	6	1	38	39.6	36.6	3.0	92.0	166	1	15	1	2	12	0
E. Kercheval.....	A ".....	45	0	8	1	36	38.0	35.4	2.6	93.1	225	1	12	0	3	22	0
E. Walker.....	A ".....	45	3	10	2	36	39.3	36.2	3.1	92.0	239	0	11	0	0	16	6
E. Crockett.....	B ".....	51	4	6	2	47	46.2	43.5	2.7	94.1	89	0	26	0	0	19	1
N. Spilman.....	B ".....	51	3	7	5	42	43.4	39.3	4.1	90.5	95	2	24	1	0	27	0
R. Lautenschlager	B ".....	67	1	13	4	51	50.8	47.4	3.4	93.1	175	2	18	2	0	41	0
C. E. Bonney.....	C ".....	76	3	17	6	56	60.4	55.2	5.2	91.2	107	0	27	0	0	0	1
A. J. Shaw.....	C ".....	82	5	21	8	58	58.8	53.2	5.6	90.5	124	1	32	1	0	0	0
R. Rich.....	C ".....	81	2	16	7	60	60.2	55.8	4.4	92.6	112	2	37	1	0	0	1
E. Friedrichs.....	German.....																
Total		813	35	179	50	627	665.7	620.2	45.5	92.4	1961	27	318	22	16	203	8

E. W. WILLIS,
Principal Second District.

TABLE III.

Principal's Report to the Superintendent for the year ending June 30, 1893.

TEACHERS.	GRADE.	No. enrolled since beginning of year.	No. received by transfer during year.	No. withdrawn during year.	No. lost by transfer during year.	No. remaining at end of year.	Average number belonging.	Average daily attendance.	Average daily absence.	Per cent. of attendance on average No. belonging.	Cases of tardiness during year.	No. of pupils not absent during year.	No. of pupils tardy during year.	No. neither absent nor tardy during year.	No. of cases of corporal punishment.	No. studying German.	No. of non-resident pupils.
G. A. Yates	B Int...	37	0	11	0	26	32.0	30.0	2.0	93.3	41	0	18	0	22	0	1
Lizzie Williams	A Gram	32	1	5	1	27	29.6	28.2	1.4	96.0	64	2	10	0	3	0	0
Lizzie Sowden	A "	32	0	6	1	25	28.2	26.8	1.4	94.8	68	0	8	0	5	0	0
Grace Thomas	B "	38	5	11	2	30	32.7	30.1	2.6	92.0	59	0	13	0	5	0	0
Mary Ambrose	B "	37	0	10	0	27	32.1	30.1	2.0	93.0	129	2	10	2	8	0	0
Nina Norvell	C "	36	3	9	1	29	32.9	31.1	1.8	94.0	72	1	5	0	4	0	0
Sophia Unkraut	C "	36	3	9	5	25	29.6	27.7	1.9	94.0	61	1	6	1	3	0	0
Ada Crossweller	C "	33	4	6	0	31	32.8	31.2	1.6	95.0	112	1	9	0	0	0	0
Mary C. Shine	A Prim.	41	2	7	3	33	36.8	34.6	2.2	91.0	96	3	6	2	0	0	0
Jennie Littell	A "	43	4	10	3	34	34.9	32.6	2.3	93.0	145	1	7	1	0	0	0
Belle Guerin	A "	38	8	13	2	31	34.1	32.0	2.1	93.0	36	3	13	3	0	0	0
Eliza Rees	B "	46	3	13	2	34	33.1	30.3	2.8	91.3	83	1	27	0	1	0	0
Mrs. K. Callahan	B "	39	5	10	2	32	34.0	31.9	2.1	93.8	38	0	21	0	9	0	0
Kate E. Murphy	B "	41	4	12	3	30	33.6	30.8	2.8	91.2	26	0	22	0	4	0	0
A. L. Johnson	C "	122	7	37	5	87	84.3	75.5	8.8	89.5	57	0	57	0	0	0	0
S. A. Rawlings	C "	119	18	43	4	90	87.3	75.5	11.8	86.4	202	1	62	1	0	0	0
Total		770	67	212	34	591	628.0	578.4	49.6	92.0	1289	16	330	10	61	0	1

GEO. A. YATES,
Principal Third District.

TABLE IV.

Principal's Report to the Superintendent for the year ending June 30, 1893.

TEACHERS.	GRADES.	No. enrolled since beginning of year.											No. received by transfer during year.											No. withdrawn during year.											No. lost by transfer during year.											No. remaining at end of year.											Average number belonging.											Average daily attendance.											Average daily Absence.											Per Cent. of attendance No. belonging during the year.											Cases of tardiness during the year.											No. of pupils not absent during year.											No. of pupils not tardy during year.											No. neither absent nor tardy during year.											No. of cases of corporal punishment.											No. studying German.											No. of non-resident pupils.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															

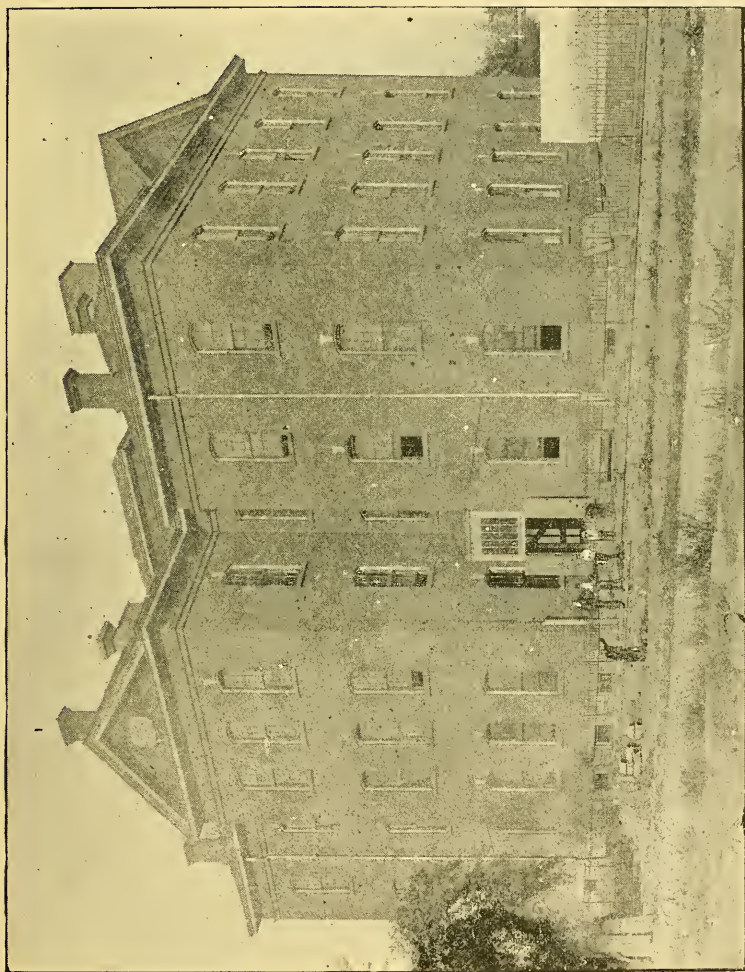
A. ELLIS,
Principal Fourth District.

TABLE V.

Principal's Report to the Superintendent for the year ending June, 30, 1893.

TEACHERS.	GRADES	No. enrolled since beginning of year.	No. received by transfer during year.	No. withdrawn during year.	No. lost by transfer during year.	No. remaining at end of year.	Average number belonging.	Average daily attendance	Average daily absence.	Percent of attendance on average No. belonging.	Cases of tardiness during year.	No. of pupils not absent during year.	No. of pupils tardy during year.	No. neither absent nor tardy during year.	No. of cases of corporal punishment.	No. studying German.	No. of non-resident pupils.
Samuel R. Singer.	(A H S 2 B H S 4 C H S 5 { A Int. 8 B " 15	19	0	3	0	16	16.1	14.9	1.2	92.5	6	0	14	0	0	0	0
Minnie Moore	{ A Int. 8 B " 15	39	0	7	0	32	31.6	29.3	2.3	95.5	74	1	6	0	4	0	0
Lilian Armstrong.	A Gram																
Tillie Young	B "	32	0	8	0	24	24.0	21.8	2.2	90.8	141	1	9	0	24	0	0
James Cason	C "	44	0	7	0	37	39.2	35.8	3.4	91.3	107	1	17	0	28	0	0
Lizzie Allen	A Prim	69	1	17	0	53	53.7	48.6	5.1	90.5	142	0	10	0	17	0	0
Annie Price	B "	80	0	10	40	30	43.4	37.9	5.5	87.3	127	0	6	0	0	0	0
Chas. Haggard	B "	1	39	5	0	35	31.6	27.6	4.0	87.3	406	0	4	0	37	0	0
Erminie Bell	C "	133	0	53	6	80	89.6	80.9	8.7	90.2	22	0	8	0	0	0	0
Total		417	40	110	40	307	329.2	296.8	32.4	90.2	1025	3	154	0	110	0	0

SAMUEL R. SINGER,
Principal Seventh Street School.
COLORED.



THIRD DISTRICT SCHOOL.

TABLE VI.

Principal's Report to the Superintendent for the year ending June 30, 1893.

TEACHERS.	GRADE	No. enrolled since beginning of year.	No. received by transfer during year.	No. withdrawn during year.	No. lost during year.	No. remaining at end of year.	Average number belonging.	Average daily attendance.	Average daily absence.	Per cent. of attendance on average No. belonging.	Cases of tardiness during year.	No. of pupils not absent during year.	No. of pupils not tardy during year.	No. of cases of corporal punishment.	No. studying German.	No. of non-resident pupils.
H. R. Blaisdell...	Prin'pl	19	0	4	0	15	18.3	18.0	.3	98.5	70	4	1	0	0	0
E. R. Beall.....	1 Ass't	25	0	15	0	10	17.5	16.5	1.0	94.3	157	3	3	0	0	3
Lillie Southgate..	2 "	41	0	9	0	32	34.8	32.2	2.6	92.5	146	3	15	1	0	1
Mattie E. Learne..	3 "	23	0	11	0	12	19.5	18.2	1.3	93.3	169	1	4	0	0	0
Lorena Kennedy .	4 "	53	0	17	0	36	45.8	42.9	2.9	93.0	213	5	16	3	0	3
		161	0	56	0	105	135.9	127.8	8.1	94.0	755	16	44	8	0	7
Alice Bernhard t..	A Int.	42	1	19	0	24	35.3	33.4	1.9	94.6	77	2	15	2	0	1
H. R. Carpenter..	A "	36	2	10	1	27	32.1	30.7	1.4	95.6	60	2	9	2	0	2
R. R. Johnson....	A "	40	0	14	1	25	31.6	29.7	1.9	93.9	124	7	17	5	0	3
Jennie Davison ..	A "	37	0	12	0	25	30.0	28.1	1.9	93.6	124	3	21	3	0	0
		155	3	55	2	101	129.0	121.9	7.1	94.5	385	14	62	12	0	6
Aug. Gerhardt ...	B Int.	30	1	3	0	28	27.7	26.4	1.3	95.3	71	3	12	3	0	1
Sarah C. Healey ..	B "	28	0	7	0	21	24.2	22.7	1.5	93.8	53	3	10	3	0	1
		58	1	10	0	49	51.9	49.1	2.8	94.6	124	6	22	6	0	2
Total.....	.....	374	4	121	2	255	316.8	298.8	18.0	95.2	1264	36	128	26	0	15

H. R. BLAISDELL,

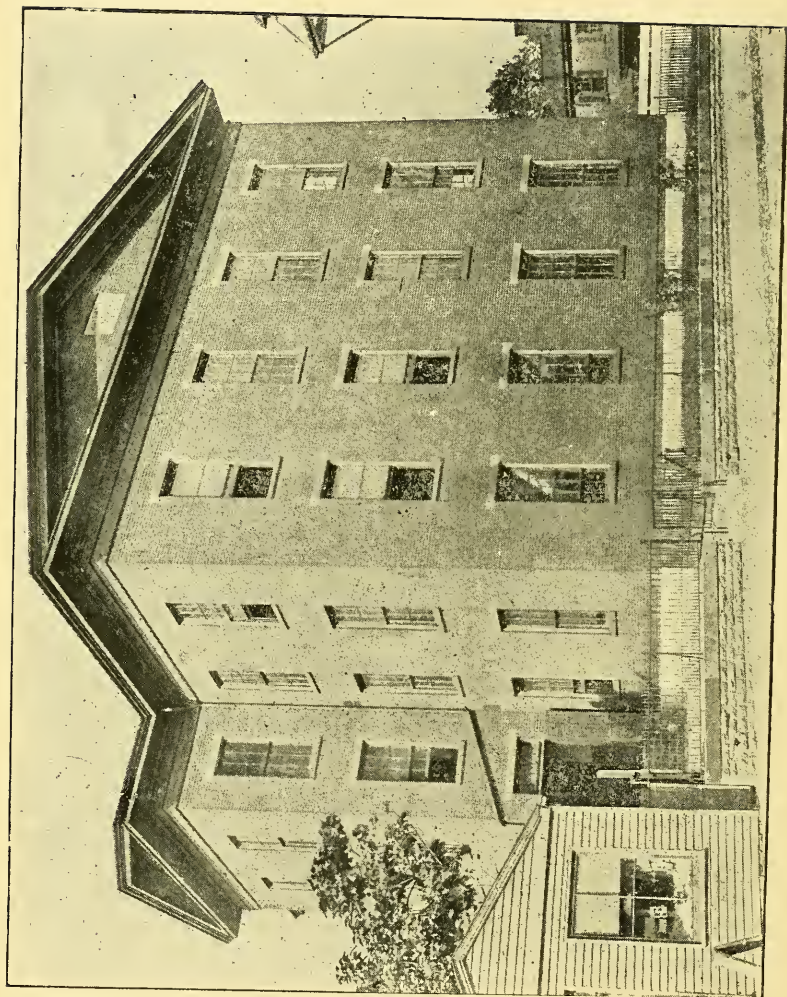
Principal High School.

TABLE VII.

Report of the Superintendent for the year ending June, 30, 1893.

SCHOOLS.	GRADES	No. enrolled since beginning of year.	No. received by transfer during year.	No. withdrawn during year.	No. lost by transfer during year.	No. remaining at end of year.	Average number belonging.	Average daily attendance.	Average daily absence.	Per cent of attendance on average No. belonging.	Cases of tardiness during year.	No. of pupils not absent during year.	No. of pupils during year.	No. of pupils during year.	No. neither absent nor tardy during year.	No. of cases of corporal punishment.	No. studying German.	No. of non-resident pupils.
High School.....	Proper	161	0	56	0	105	135.9	127.8	8.1	94.0	755	16	44	8	0	0	0	7
High School.....	A. Int..	155	3	55	2	101	129.0	121.9	7.1	94.5	385	14	62	12	0	0	0	6
High School.....	B. Int..	58	1	10	0	49	57.9	49.1	2.8	94.6	124	6	22	6	0	0	0	2
High School.....	Total ..	374	4	121	2	255	316.8	298.8	18.0	94.3	1264	36	128	26	0	0	0	15
First District.....		590	33	165	42	416	462.9	428.0	34.9	92.2	968	13	280	10	19	0	0	6
Second District....		813	35	179	50	619	665.7	620.2	45.5	93.1	1961	27	318	22	16	203	8	8
Third District.....		770	67	212	34	591	628.0	578.4	49.6	92.0	1289	16	330	10	61	0	0	0
Fourth District....		971	44	275	47	693	767.4	715.6	51.8	93.6	1344	30	475	23	13	0	0	3
7th St. Colored....		417	40	110	49	307	329.2	296.8	32.4	90.1	1025	3	155	0	110	0	0	0
Grand Total.....		3935	223	1062	215	2881	3170.0	2937.8	232.2	92.5	7851	125	1686	91	219	203	32	32

J. W. HALL,
Superintendent.



FIRST DISTRICT SCHOOL.

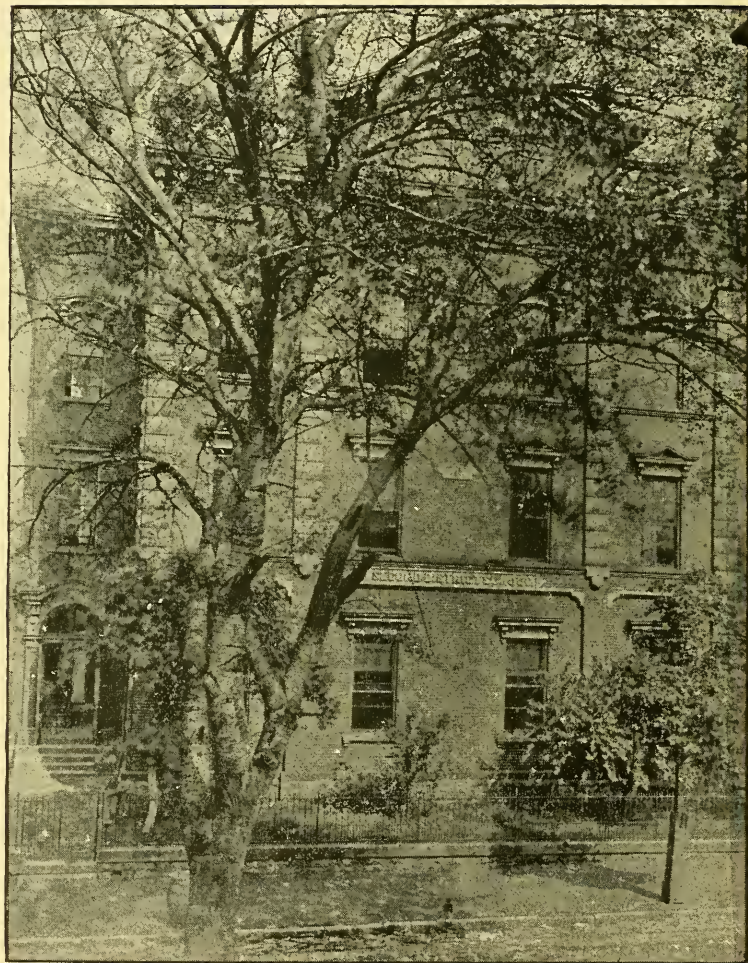
TABLE I.

Principal's Report to the Superintendent for the year ending June 30, 1894.

TEACHERS	GRADES		No. enrolled since beginning of year	No. boys enrolled.	No. girls enrolled.	No. of sitings.	No. received by transfer during year.	No. withdrawn during year.	No. lost by transfer during year.	No. remaining at end of year.	Average number belonging.	Average daily attendance.	Average daily Absence.	Per cent. of attendance on average No. belonging during the year.	Cases of tardiness during the year.	No. of pupils not absent during year.	No. of pupils not tardy during year.	No. neither absent nor tardy during year.	No. of cases of corporal punishment.	No. studying German.	No. of non-resident pupils.
G. T. Tupman	B Int....		36	14	22	37	2	12	1	25	30.0	28.4	1.6	94.6	31	0	16	0	1	0	3
G. B. Thurston	A Gram		31	16	15	41	2	7	0	26	26.3	24.5	1.8	93.1	37	3	20	3	0	0	0
S. J. Howard	A "		29	12	17	41	0	5	0	24	27.0	25.5	1.5	94.4	30	0	19	0	0	0	1
Alma Baker	B "		38	13	25	41	1	9	3	27	30.1	28.6	1.5	95.0	36	1	14	1	4	0	1
R. C. Johnson	B "		35	12	23	41	5	9	5	26	26.4	24.8	1.6	93.9	35	0	15	0	6	0	0
Lena Martin	C "		52	23	29	62	3	14	6	35	41.3	38.1	3.2	92.2	90	0	14	0	1	0	0
Lizzie Burland	C "		49	24	25	40	4	10	7	36	37.7	34.7	3.0	92.0	124	1	15	1	1	0	1
C. Fagin	A Prim.		45	24	21	41	5	4	3	43	42.0	40.3	1.7	95.0	112	5	12	2	0	0	0
V. Kohmescher	A "		63	36	27	62	3	22	7	38	47.4	44.0	3.4	93.6	128	2	22	2	0	0	0
Alice Martin	B "		47	27	20	49	12	9	7	43	41.9	38.9	3.0	92.8	76	1	16	0	2	0	1
E. A. Shea	B and C		47	27	20	56	33	13	23	44	42.9	40.9	2.0	95.3	90	12	28	12	1	0	0
M. Pugh	C Prim.		138	71	67	56	6	41	39	64	78.7	72.4	6.3	91.9	124	2	59	2	1	0	0
Total			610	299	311	567	76	155	100	431	471.7	441.1	30	6	913	27	250	23	17	0	7

G. T. TUPMAN.

Principal First District.



SECOND DISTRICT SCHOOL.

TABLE II.

Principal's Report to the Superintendent for the year ending June, 30, 1894.

TEACHERS.	GRADES	No. enrolled since beginning of year.	No. boys enrolled.	No. girls enrolled.	No. of sittings.	No. received during year.	No. withdrawn during year.	No. lost by transfer during year.	No. remaining at end of year.	Average number belonging.	Average daily attendance	Average daily absence.	Percent. of attendance No. belonging.	Cases of tardiness during year.	No. of pupils not absent during year.	No. of pupils not tardy during year.	No. of cases of corporal punishment.	No. studying German.	No. of non-resident pupils.	
E. W. Willis.....	B. Int.....	28	20	16	39	1	8	0	31	34.1	33.1	1.0	97.3	106	6	13	1	8	0	2
A. Griffing.....	A. Gram.....	34	16	18	41	1	3	1	31	31.5	29.6	1.9	93.9	69	1	13	1	0	0	2
L. V. Doude.....	"	33	17	16	42	0	7	1	25	29.1	27.9	1.2	95.9	41	2	18	2	1	0	0
L. R. Essex.....	B	42	20	22	42	1	7	1	35	36.8	35.0	1.8	95.0	132	9	17	8	2	18	0
R. E. Graham.....	B	42	18	24	50	1	9	1	33	35.9	34.3	1.6	95.0	52	11	26	8	0	18	0
A. E. Kenney.....	C	41	28	16	56	4	5	1	42	39.5	38.3	1.2	97.0	64	5	25	3	2	19	0
M. B. Martin.....	C	42	18	24	56	1	7	2	34	36.3	34.7	1.6	95.0	47	2	16	2	0	1	0
T. T. Wilson.....	C	43	27	16	56	2	4	3	38	38.0	35.3	1.7	95.0	119	2	12	2	8	11	0
E. Brogan.....	A Prim	39	22	17	43	1	6	0	34	33.1	31.3	1.8	94.5	135	2	11	1	1	13	1
E. Kerchival.....	A	36	18	18	44	3	5	0	34	35.4	33.1	2.3	93.0	171	1	13	0	0	12	1
E. J. Walker.....	A	39	15	24	52	3	3	3	36	36.3	34.7	1.6	95.0	94	1	16	0	0	20	0
E. Crockett.....	B	58	20	30	52	9	4	16	47	49.3	46.2	3.1	93.7	79	1	28	1	0	20	0
N. Spilman.....	B	59	36	23	52	1	10	8	42	46.9	43.5	3.4	92.7	83	1	21	1	0	20	0
R. Lautenschlager	B	64	30	34	56	2	12	13	41	47.9	43.3	4.6	90.4	87	12	27	0	45	2	2
C. E. Conney.....	C	71	37	34	47	3	18	2	54	56.1	51.5	4.6	91.8	119	0	31	0	0	0	1
A. J. Shaw.....	C	83	37	46	47	5	17	3	68	65.1	59.9	5.2	92.0	224	4	30	3	0	0	0
R. Rich.....	C	69	37	32	56	10	24	7	48	50.5	46.4	4.1	91.6	164	3	28	3	1	0	0
E. E. Friedrichs.....	German				56															
Total.....		836	424	412	887	48	149	62	673	701.8	659.1	42.7	98.9	1786	65	345	48	23	206	9

E. W. WILLIS,

Principal Second District.



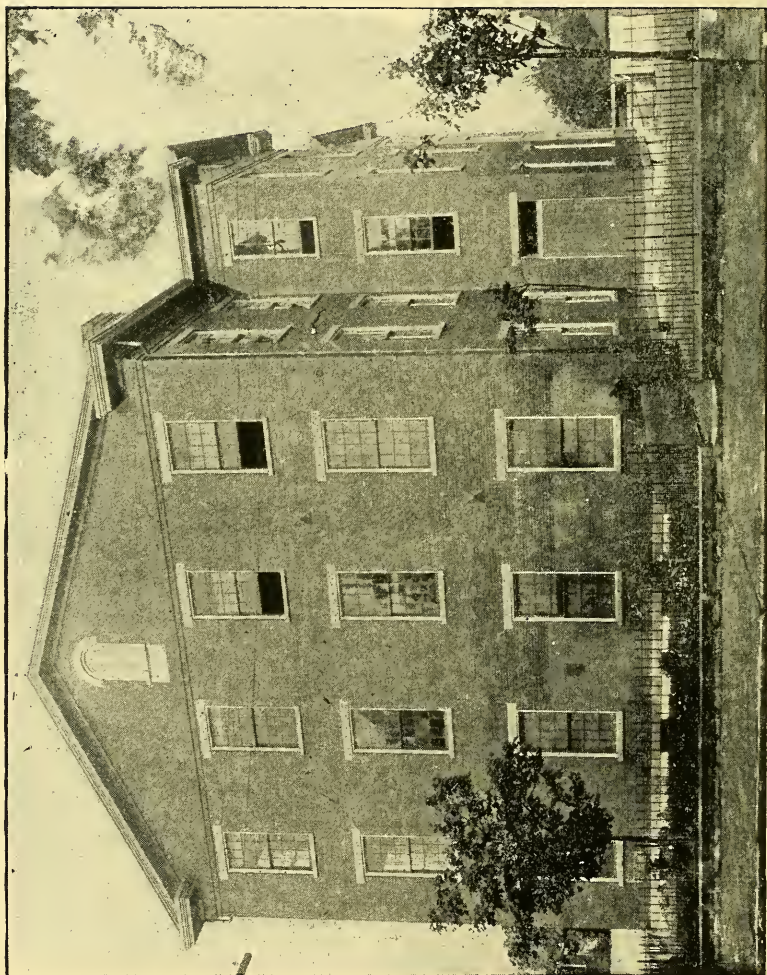
TABLE III.

Principal's Report to the Superintendent for the year ending June 30, 1894.

TEACHERS.	GRADE	No. enrolled since beginning of year.	No. boys enrolled.	No. girls enrolled.	No. of sittings.	No. received by transfer during year.	No. withdrawn during year.	No. lost by transfer during year.	No. remaining at end of year.	Average number belonging.	Average daily attendance.	Average daily absence.	Per cent. of attendance on average No. belonging.	Cases of tardiness during year.	No. of pupils not tardy during year.	No. neither absent nor tardy during year.	No. of cases of corporal punishment.	No. studying German.	No. of non-resident pupils.
G. A. Yates	B Int...	37	20	17	40	0	7	0	30	34.1	32.3	1.8	94.7	23	24	3	23	0	0
Lizzie Williams	A Gram	33	13	20	40	0	7	3	23	26.0	24.7	1.3	95.0	51	14	1	0	0	0
Lizzie Sowden	A "	27	15	12	40	2	7	0	22	25.0	23.7	1.3	94.8	39	8	2	2	0	0
Grace Thomas	B "	33	14	19	36	1	4	1	29	31.6	29.2	2.4	92.0	79	14	1	1	0	0
Mary Ambrose	B "	36	17	19	38	4	10	2	28	30.9	29.5	1.4	95.0	101	12	0	2	0	0
Nina Norvell	C "	40	21	19	38	3	6	5	32	34.6	32.3	2.3	93.0	64	13	0	6	0	0
Sephia Unkraut	C "	40	21	19	46	1	7	3	31	34.2	32.0	2.2	93.6	65	17	0	1	0	0
Ada Crowweller	C "	42	22	20	40	3	6	5	34	35.6	34.1	1.5	95.7	87	10	1	0	0	0
Mary C. Shine	A Prim.	44	18	26	46	5	8	1	40	39.4	37.1	2.3	94.0	86	6	3	0	0	0
Jennie Littell	A "	43	25	18	50	2	11	2	32	32.3	29.7	2.6	91.0	122	8	0	4	0	0
Grace Smith	A "	42	23	19	47	3	13	1	31	35.1	32.4	2.7	92.3	57	18	1	0	0	0
Eliza Rees	B "	43	18	25	48	2	10	2	33	34.0	31.5	2.5	92.6	92	19	1	1	0	0
Mrs. K. Callahan	B "	41	19	22	48	2	11	2	30	32.1	29.8	2.3	92.9	32	22	0	0	0	0
Kate E. Murphy	B "	39	20	19	50	2	9	2	30	33.2	31.4	1.8	94.5	74	0	0	3	0	0
Margaret Shine	B "	3	2	1	45	35	6	3	29	31.8	29.6	2.2	93.0	41	9	2	0	0	0
A. L. Johnson	C "	121	59	62	60	5	33	30	58	71.7	64.8	6.9	91.0	83	2	88	1	0	0
S. A. Rawlings	C "	117	40	77	49	3	33	26	61	74.4	71.5	2.9	96.1	158	0	20	0	0	0
Agnes McVean	C "	9	5	4	47	58	9	0	58	51.1	45.5	5.6	89.0	76	0	22	4	0	0
Total		790	372	418	808	131	202	88	631	687.1	641.1	46.0	93.3	1330	22	248	16	47	0

GEO. A. YATES

Principal Third District.



FOURTH DISTRICT SCHOOL.

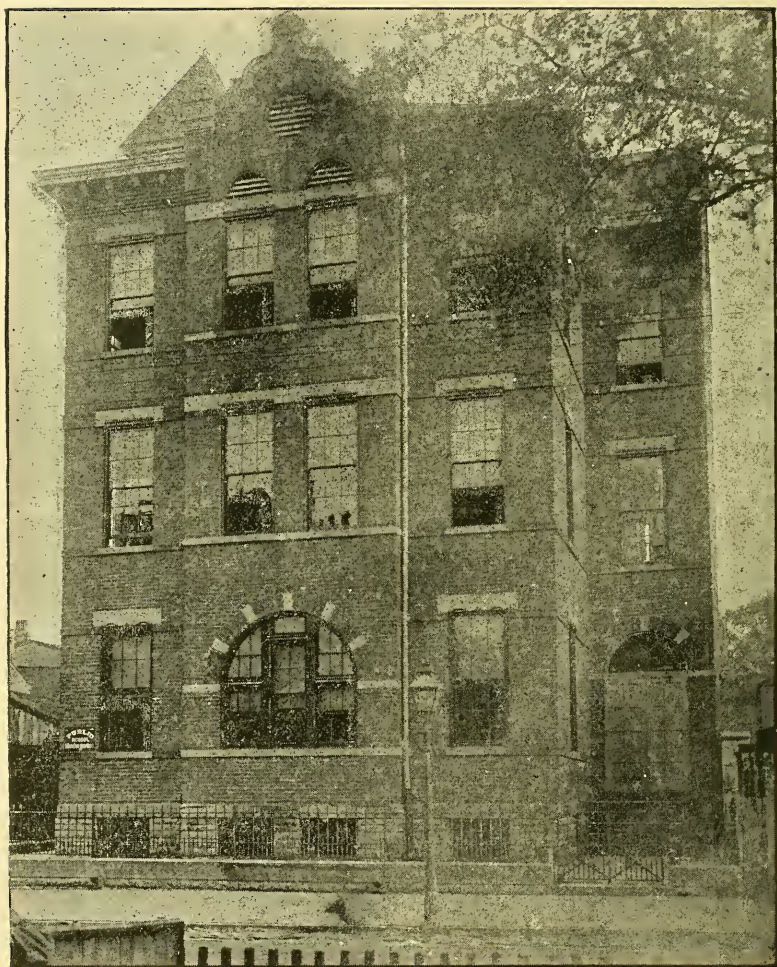
TABLE IV.

Principal's Report to the Superintendent for the year ending June 30, 1894.

TEACHERS.	GRADE.	No. enrolled since beginning of year.	No. boys enrolled.	No. girls enrolled.	No. of sittings.	No. received during year.	No. withdrawn during year.	No. lost by transfer during year.	No. remaining at end of year.	Average number belonging.	Average daily attendance.	Average daily absence.	Per cent. of attendance No. belonging.	Cases of tardiness during year.	No. of pupils not tardy during year.	No. neither tardy nor absent during year.	No. of cases of corporal punishment.	No. studying German.	No. of non-resident pupils.
A. Ellis.....	B Int....	43	16	27	42	2	14	2	—	34.4	32.5	1.9	94.4	15	6	35	5	0	1
F. French.....	A Gram	40	17	23	41	3	7	3	33	35.0	34.1	0.9	97.4	10	4	30	3	0	2
M. Johnson.....	A "	41	14	27	38	0	9	0	32	34.4	32.9	1.5	95.6	20	5	27	5	0	1
M. Clarke.....	B "	38	18	20	42	0	10	5	23	28.8	26.5	2.3	92.0	62	0	16	0	1	0
N. B. Clarke.....	B "	36	20	16	40	4	14	0	26	30.3	28.2	2.1	93.2	34	3	20	3	0	0
S. McArthur.....	B "	41	20	21	42	2	5	3	35	37.2	35.4	1.8	95.3	77	4	18	3	0	0
H. H. Ross.....	C "	46	25	21	42	2	6	1	41	41.7	39.5	2.2	94.7	28	3	31	2	0	0
E. Richards.....	C "	48	23	25	43	4	13	3	36	41.0	38.7	2.3	94.3	45	0	28	0	0	0
F. Evans.....	C "	46	29	17	35	4	12	0	38	40.4	37.4	3.0	92.5	42	0	30	0	1	0
L. Jackson.....	A Prim	49	27	22	46	1	9	2	39	41.5	38.7	2.8	93.2	65	0	9	0	2	0
B. Guerin.....	A "	45	25	20	44	1	8	1	37	39.3	36.5	2.8	92.8	78	0	18	0	1	0
M. Walker.....	A "	46	21	25	47	0	10	1	35	37.7	34.7	3.0	92.0	108	2	21	2	0	1
S. Jones.....	B "	53	30	23	47	3	14	0	42	43.7	41.1	2.6	94.0	54	2	17	0	0	0
N. Sheerer.....	B "	59	34	25	53	4	11	2	50	50.7	47.3	3.4	93.2	45	1	32	0	0	0
K. Abernathy.....	B "	51	31	20	47	2	10	3	40	41.7	38.4	3.3	92.0	23	0	32	0	0	0
L. Pyle.....	C "	84	47	37	48	3	15	6	66	68.3	64.4	3.9	94.2	30	3	65	1	0	0
E. Lewis.....	C "	83	43	40	40	2	25	3	57	58.8	53.6	5.2	91.1	61	0	52	0	0	0
C. King.....	C "	85	57	28	48	5	27	4	59	62.4	56.2	6.2	90.0	62	3	70	3	0	0
Total.....		934	497	437	785	42	219	39	718	767.3	716.1	51.2	93.3	859	36	550	27	7	5

A. ELLIS,

Principal Fourth District.



SEVENTH STREET SCHOOL.

TABLE V.

Principal's Report to the Superintendent, for the year ending June 30, 1894.

TEACHERS.	GRADES	No. enrolled since beginning of year.	No. boys enrolled.	No. girls enrolled.	No. of sittings.	No. received by transfer during year.	No. withdrawn during year.	No. lost by transfer during year.	No. remaining at end of year.	Average number belonging.	Average daily attendance.	Average daily absence.	Per Cent. of attendance on average No. belonging during the year.	Cases of tardiness during the year.	No. of pupils not absent during year.	No. of pupils tardy during year.	No. neither absent nor tardy during year.	No. of cases of corporal punishment.	No. studying German.	No. of non-resident pupils.
Samuel R. Singer	H. S.																			
Minnie Moore	A Int.	22	8	14	37	0	6	0	16	17.0	15.7	1.3	92.3	19	1	9	0	0	0	0
Lillian Armstrong	B I & A G	46	17	29	48	0	17	0	29	34.7	31.9	2.8	91.9	88	3	6	1	5	0	0
Tillie Young	B Gram.	43	16	27	48	0	16	0	27	28.9	25.9	3.0	89.6	135	0	6	0	21	0	0
Laura A. Troy	C "	54	25	29	48	0	17	0	37	40.1	35.8	4.3	89.2	214	0	10	0	26	0	0
Mary E. Allen	A Prim	48	21	27	53	0	15	0	33	36.2	32.9	3.3	90.8	136	4	19	0	18	0	0
Annie E. Price	A "	48	17	31	50	0	10	0	31	39.6	34.7	4.9	87.6	114	0	5	0	0	0	0
Chas. Haggard	B "	65	27	36	65	0	14	0	51	52.0	45.1	6.9	86.7	507	0	4	0	23	0	0
Erminie H. Bell	C "	113	33	80	54	0	45	0	68	74.8	65.1	9.7	87.0	18	0	94	0	0	0	0
Total		439	166	273	388	0	140	0	299	323.3	287.1	36.2	88	81231	8	153	1	93	0	0

SAMUEL R. SINGER,
Principal Seventh Street School,
COLORED.

TABLE VI.

Principal's Report to the Superintendent for the year ending June 30, 1894.

TEACHERS.	GRADE	No. enrolled since beginning of year.	No. boys enrolled.	No. girls enrolled.	No. of sittings.	No. received by transfer during year.	No. withdrawn during year.	No. lost by transfer during year.	No. remaining at end of year.	Average number belonging.	Average daily attendance.	Average daily absence.	Per cent. of attendance on average No. belonging.	Cases of tardiness during year.	No. of pupils not absent during year.	No. of pupils not tardy during year.	No. neither absent nor tardy during year.	No. of cases of corporal punishment.	No. studying (German.	No. of non-resident pupils.
H. R. Blaisdell...	Prin'pl	15	15	0	35	0	3	0	12	13.4	13.1	.3	97.7	16	8	7	2	0	0	1
attie E. Tearno...	1 Ass't	27	27	0	38	0	8	0	19	23.3	22.5	.8	96.4	41	3	12	2	0	0	0
Lillie Southgate...	2 "	30	0	30	39	0	2	1	27	26.5	25.4	1.1	95.5	61	7	13	6	0	0	1
Lorena Kennedy...	3 "	28	0	28	42	1	1	1	27	26.3	25.4	.9	97.0	69	4	10	1	0	0	2
Callie K. Walls...	4 "	65	0	65	43	1	19	0	47	54.8	52.2	2.6	95.0	181	6	25	5	0	0	1
		165	42	123	197	2	33	2	132	144.3	138.6	5.7	96.0	308	28	67	16	0	0	5
Alice Bernhardt...	A Int.	37	37	0	40	0	10	1	26	31.9	29.7	2.2	92.8	159	3	15	3	1	0	2
R. M. Johnson...	A "	41	0	41	44	0	9	2	30	33.6	32.4	1.2	96.0	170	5	18	3	0	0	1
Jennie Davison...	A "	40	0	40	45	0	11	0	29	31.4	29.3	2.1	93.3	133	3	20	3	0	0	0
Mary R. Perrin...	A "	34	34	0	40	0	11	1	22	27.8	26.6	1.2	95.7	90	3	11	3	0	0	2
		152	71	81	169	0	41	4	107	124.7	118.0	6.7	94.6	552	14	64	12	1	0	5
Aug. Gerhardt....	B Int.	42	0	42	45	1	9	0	34	37.2	35.7	1.5	95.9	54	4	17	3	0	0	1
Sarah C. Healey	B "	35	35	0	41	1	7	1	28	31.2	29.3	1.9	93.0	60	6	14	5	1	0	0
		77	35	42	86	2	16	1	62	68.4	65.0	3.4	95.0	114	10	31	8	1	0	1
Total.....		394	148	246	452	4	90	7	301	337.4	321.6	15.8	95.3	1034	52	162	36	2	0	11

H. R. BLAISDELL,
Principal High School.

TABLE VII.

Superintendent's Report to the School Board for the year ending June, 30, 1894.

TEACHERS.	GRADES	No. enrolled since beginning of year.	No. boys enrolled.	No. girls enrolled.	No. of sittings.	No. received by transfer during year.	No. withdrawn during year.	No. lost by transfer during year.	No. remaining at end of year.	Average number belonging.	Average daily attendance.	Average daily absence.	Percent of attendance on average during year.	Cases of tardiness during year.	No. of pupils not absent during year.	No. of pupils not tardy during year.	No. neither absent nor tardy during year.	No. of cases of corporal punishment.	No. studying German.	No. of non-resident pupils.
High School Bldg.	H. S.	165	42	123	197	2	33	2	132	144.3	138.6	5.7	96.0	368	28	67	16	0	0	5
"	A Int.	152	71	81	169	0	41	4	107	124.7	118.0	6.7	94.6	552	14	64	12	1	0	5
"	B "	77	35	42	86	2	16	1	62	68.4	65.0	3.4	95.0	114	10	31	8	1	0	1
"	Total	394	148	246	452	4	90	7	301	337.4	321.6	15.8	95.3	1034	52	162	36	2	0	11
First District.....		610	299	311	567	76	155	100	431	471.7	441.1	30.6	93.5	913	27	250	23	17	0	7
Second District		836	424	412	887	48	149	62	673	701.8	659.1	42.7	93.9	1786	65	345	48	23	206	9
Third District.....		790	372	418	808	131	202	88	631	687.1	641.1	46.0	93.3	1330	22	348	16	47	0	0
Fourth District.....		934	497	437	785	42	219	39	718	767.3	716.1	51.2	93.3	859	36	550	27	7	0	5
Seventh St., Col'd.		439	166	273	388	0	140	0	299	323.3	287.1	36.2	88.8	1231	8	153	1	93	0	0
Grand Total.....		4003	1906	2097	3887	301	955	296	3053	3288.6	3066.1	222.5	93.2	7153	210	1808	151	189	206	32

W. C. WARFIELD,
Superintendent.

NUMBER OF SCHOOLS.

High School.....	1
District Schools.....	4
Colored School.....	1
	<hr/>
Total	6
Kindergartens	3

NUMBER OF TEACHERS.

In High School, including Principal.....	5
In Intermediate Department, including four Principals	10
In Grammar Department	28
In Primary Department.....	33
In Colored School, including Principal.....	9
Special Teachers, German, 1; Writing, 1; Music, 1; Drawing, 1	4
	<hr/>
Total	89
Kindergarten Teachers.....	6
	<hr/>
Grand Total.....	95

NUMBER OF PUPILS.

Number in parochial schools.....	3,460
Estimated number in private schools.....	200
Whole number enrolled in public schools.....	4,003
	<hr/>
Total number attending school	7,663
Whole number of children according to census.....	14,654
Whole number attending all schools	7,663
	<hr/>
Leaving to be accounted for,	6,991

WHITE SCHOOLS.*Whole number enrolled:*

High School Building	394
First District	610
Second District	836
Third District	790
Fourth District	934
Total	3,564

Whole number enrolled:

High School	165
Intermediate Department	383
Grammar Department	1,101
Primary Department	1,915
In all the schools	3,564

Average number belonging:

High School	144.5
Intermediate Department	325.7
Grammar Department	902.2
Primary Department	1,592.7
In all the school-	2,965.3

Average daily attendance:

High School	138.6
Intermediate Department	309.3
Grammar Department	890.5
Primary Department	1,440.6
In all the schools	2,779.0

Per cent. of daily attendance upon total enrollment:

High School.....	84.0
Intermediate Department.....	80.7
Grammar Department.....	80.9
Primary Department.....	75.7
<hr/>	
In all the schools.....	78.0

Per cent. of daily attendance upon average number belonging:

High School.....	96.0
Intermediate Department.....	95.0
Grammar Department.....	98.5
Primary Department.....	90.4
<hr/>	
In all the schools.....	93.8

Number of cases of tardiness:

High School.....	368
Intermediate Department in High School Building	666
<hr/>	
Total (High School Building)	1,054
First District.....	913
Second District.....	1,786
Third District.....	1,330
Fourth District.....	859
<hr/>	
Total (District Schools).....	4,888
Total (High School Building)	1,054
Grand Total.....	5,922

COLORED SCHOOL

Whole number enrolled.....	439
Average daily attendance.....	287.1
Average number belonging.....	323.3
Per cent. attendance on enrollment.....	65.4
Per cent. attendance on average number belonging	86.8
Number of pupils withdrawn during the year.....	140
Number of pupils remaining at the end of the year	299
Number of cases of tardiness.....	1,231

Grand total number enrolled in all the schools 4,003

KINDERGARTENS.

Enrollment and average daily attendance of the Kindergartens, year ending June 30, 1894:

West End—Enrollment	151	Average daily attendance	52
East End—Enrollment	120	Average daily attendance	40
7th-Street—Enrollment	56	Average daily attendance	31
(Colored)	—		—
Total—Enrollment	357	Average daily attendance	133

THE SCHOOLS.

Boundaries of Districts.

First District—Beginning at the mouth of Licking river, thence down the Ohio river to the foot of Russell street, thence south with Russell to Pike, thence northeast with Pike to Washington, thence south with Washington to Eleventh, thence east with Eleventh to the Licking river, thence down the Licking river to the place of beginning.

Second District—Beginning at the corner of Eleventh and Washington streets, thence northward on Washington to Pike, thence southwest on Pike to Craig, thence northward with Craig to Eighth, thence westward with Eighth to Bakewell, thence southward with Bakewell to Riddle, thence continuing southward with the east line of Keene's sub-division to Lexington pike, thence southward with the pike to Lewis, thence westward with Lewis to the corporation line, thence southward with the corporation line, and eastward to a point opposite Kavanaugh, thence northward on the line of Kavanaugh, extended to Fourteenth, thence eastward on Fourteenth to Russell, thence northward to Twelfth, thence eastward to Madison, thence northward to Eleventh, thence westward to Washington, the place of beginning.

Third District—Beginning at a point on the Ohio river at the foot of Russell, thence southward with Russell to Pike, thence westward with Pike to Craig, thence northward with Craig to Eighth, thence westward to Bakewell, thence southward with Bakewell to Riddle, thence contin-

uing southward with the east line of Keene's sub-divivision to Lexington pike, thence southward with the pike to Lewis, thence westward with Lewis to the corporation line, thence northward with the corporation line to the Ohio river, thence eastward to the place of beginning.

Fourth District—Beginning at the end of Eleventh on Licking river, thence west on Eleventh to Madison, thence south on Madison to Twelfth, thence west on Twelfth to Russell, thence south en Russell to Fourteenth, thence west on Fourteenth te Kavanaugh, thence south with Kavanaugh line to corporation line, thence eastward with corporation line to Licking river, thence down Licking river to Eleventh, the place of beginning.

These boundaries begin at the center line of the boundary street.

COURSE OF STUDY.

COURSE OF STUDY FOR THE PRIMARY SCHOOLS.

FIRST YEAR, OR "C" PRIMARY GRADE.

1. *Talking*—The first effort of a teacher with a class of beginners should be to make them feel at home in the school. To this end the children should be encouraged to enter into familiar conversation with the teacher, and with each other, under the direction of the teacher, and the cultivation of habits of intelligent observation and correct expression is one of the principal aims of the instruction in this grade; these conversations should be such as are suggested by objects with which the children are familiar at home, or at school, and should relate to their names, properties, uses, form, color, size, position, etc. These conversations should also be so directed as to call, incidentally, for special attention to the correct use of:

- (a) The articles "a" and "an."
- (b) Names to denote one or more than one object.
- (c) Correct form of verb with singular and plural nouns.
- (d) THIS and THAT with their plurals.
- (e) The personal pronoun as subject of the verb.
- (f) Common adjectives and adverbs, also, for the production of simple stories read by the pupils, or read or told by the teacher.

2. *Reading*—Beginners in reading are to be taught from the blackboard by a union of the "Word Method," the "Sentence Method" and the "Phonic Method," after the following order:

- (a) Words as wholes, taught by sight, with the use of script characters, and selected:

1. As the names of things familiar to the children.

2. With reference to their subsequent phonic analysis, consisting at first of only short vowels and easy consonant sounds.

3. With reference to the reading book that is to follow.

(b) Other words by sight, without reference to their phonic character, taught to aid in the early use of simple sentences to be read at sight by the children. The children to be encouraged to make sentences of their own. Lists of all the words learned to be kept on the board for review.

(c) The separation of words into their phonic elements—slow pronunciation.

1. By the teacher, to cultivate the ear of the pupils.

2. By the children, to train the voice to produce the sounds at will.

(d) Teaching the letters as characters to represent these sounds, and the analysis of words into their phonic elements—spelling by sound. The “sound chart” to be progressively constructed, and kept on the board for review.

(e) The children to be led to combine these representatives of sounds to form words, and to make out and pronounce, unassisted, new words written by the teacher, and made up of sound characters already learned.

(f) About the beginning of the fourth month (the exact time to be determined by the teacher) the printed forms of the letters to be taught and the use of the reading-book begun.

(g) The Primer to be completed in this grade. Pupils should be encouraged to make out, unassisted, all the new words of the successive reading lessons, and to this end they should be taught the use of the diacritical marks used in the reader. The meaning of each new word should be developed, and conversation and reading so blended as to cultivate natural and pleasing tones in reading. Correct expression should come of the pupil's appreciation of the sense of what he reads, rather than of the imitation of the teacher or pupils.

3. *Spelling*—To be taught.

(a) By copying words and sentences of the reading lessons from the blackboard.

(b) By phonic analysis—spelling by sound—pupils to make out the words.

(c) By naming the letters—oral spelling.

(d) By writing words from dictation.

4. *Writing*—(Slates ruled—pencils long.)

(a) Some formal instructions in writing, beginning with the simplest of the smallest letters.

(b) Copying from the board the words and sentences of the reading lessons.

(c) Copying the script lessons from the Reader.

(d) Correct use of capitals. (Without rules.)

1. At the beginning of a sentence.

2. With proper names.

3. The words I and O.

(e) Use of period and question-mark.

(f) The abbreviation of Mr., Mrs., Dr., (doctor) St., (street) Ave. (avenue)

(g) The pupil should also be taught to write his name.

II. NUMBERS.

(a) Name and value of United States coin to the dime.

(b) Roman notation as far as used in reading lessons. White's Oral Lessons for the first year's work, to be taught as laid down by the author.

II. GENERAL INSTRUCTION.

1. No instruction in grammatical rules or terms is to be attempted in this grade, or any Arithmetical definitions or rules.

2. The use of objects, both in reading and in numbers, should be persisted in until the teacher is sure that the words used by the pupils represent the idea securely possessed by them.

3. All the exercises of the school should be made to contribute to the habitual use of correct forms of speech.

4. Excessive use of concert exercises should be avoided; and when concert exercises are used, care should be taken to prevent the use of drawling or sing song tones.

5. The teacher should cultivate a gentle and pleasing tone of voice and by every means endeavor to make the school room a happy place for the little ones.

6. Drawing, Penmanship and Music are to be taught as directed by the Special Teachers.

SECOND YEAR, OR "B" PRIMARY GRADE.

I. LANGUAGE.

Long's Language lessons, Part First, first year:

II. READING.

First Half:

(a) New words to be made out and pronounced, by the pupils, from their phonic elements, and made familiar by use before beginning to read.

(b) Thought to be obtained by silent reading, and told to the teacher before it is read from the book.

(c) Natural and pleasing tones and correct expression to be carefully cultivated. Pupils encouraged to render the sense of what they read rather than to imitate the teacher, or to apply specific rules. Phonics to be carefully taught.

(d) The First Reader to be completed in this grade. Occasional sight reading from other books.

III. WRITING.

(a) Formal instructions continued.

(b) Writing words and sentences from the reading lessons.

(c) Sentences constructed to contain certain words.

(d) All written exercises to be done with care, so as to avoid careless habits in writing.

IV SPELLING.

(a) Use word lists corresponding with reading lessons.

(b) All words in the reading lessons to be spelled orally and in writing, and all except the most difficult by sound.

(c) Sentences written from dictation, with attention to the use of capitals and terminal marks.

V. NUMBERS.

White's Oral Lessons for the second year.

(a) Appropriate blackboard and slate exercises to be used constantly.

(b) Names and value of coins to one dollar.

(c) Telling time by the clock.

(d) Roman notation as far as used in the Reader.

(e) The "carrying" process in addition to be taught. The "borrowing" process in subtraction to be taught.

(f) Easy problems in multiplication and division to be given, no divisor larger than nine to be used.

(g) Mental work in numbers to receive as much attention as the written work and to be done in conjunction with it.

VI. DRAWING, PENMANSHIP AND MUSIC.

As directed by the Special Teachers.

VII. LESSONS ON OBJECTS.

Whatever lessons are given, the "object" must be presented to the class, or else a picture or other good representation. Frequent talks upon pictures and other objects.

THIRD YEAR, OR "A" PRIMARY GRADE.

I. LANGUAGE.

First Half.

Long's Language Lessons for Second Reader to Lesson XLI.

Second Half.

Through Lesson LXXXIII.

II. READING.

First Half.

- (a) Second Reader to Lesson XXXV.
- (b) Same preparation as in preceeding grade:

Second Half.

- (a) Second Reader completed.
- (b) Supplementary reading.
- (c) Phonics to be taught throughout the year in connection with the reading.

III. SPELLING.

- (a) Use "word lists" corresponding with Reader.
- (b) Oral and written as in the preceding grades.

IV. ARITHMETIC.

First Half.

(a) White's Oral Lessons, first half of the year to the "slate and blackboord exercises." page 141; second half, finish the book.

(b) Accuracy and rapidity to be given careful attention. Practice problems in abstract work to be given as a part of each lesson. Only very simple concrete problems (one process only) to be given and these few in number, in comparison with the number of abstract ones.

(c) Mental work in numbers, as in preceding grade.

V. GEOGRAPHY.

Second Half.

Ideas of direction and distance ; relative positions of objects in school-room ; cardinal points ; map of school-room ; map of school premises and vicinity ; the city ; direction of principal buildings from the school-house ; directions of principal streets and street railways ; map of the city and map of the county.

Have familiar talks with the children as to the form, size and position of objects near the school-house. Train pupils to observe and describe the position of objects on the table or in the room. using terms front, back, right-hand corner, left-hand corner, middle, center. Show pictures, and also make imaginary journeys, using such words as trees, forests, birds, hills, valleys, brooks, springs, rivers, flowers, etc. Be sure the children understand all the words used. Teach the names of the common fruits, flowers and grains, and how the latter are used or made into food. Also the common trees and for what their wood is used. Encourage the little ones to bring pretty pebbles, leave and small blocks of different woods, which can be learned and then utilized in Drawing and Number lessons.

VI. DRAWING, PENMANSHIP AND MUSIC.

As directed by the Special Teachers.

VII. LESSONS ON OBJECTS.

Whatever lessons are given, the "object" must be presented to the class, or else a picture or other good representation. Frequent talks upon pictures and other objects.

COURSE OF STUDY FOR THE GRAMMAR SCHOOLS.

FOURTH YEAR, OR "C" GRAMMAR GRADE.

I. LANGUAGE.

Long's Language Lessons for the Third Reader, Part II.
First Half.

To page 24.

Second Half.

To page 49.

II. READING.

First Half.

McGuffey's New Eclectic Third Reader, the first thirty-eight lessons, omitting Lessons VI and XXXII.

Second Half.

Complete the book omitting Lesson LXXVIII. In both sessions pupils should be required to give the page, the subject of the lesson and the meaning of the words used and an oral abstract. Particular attention must be given to articulation, emphasis, phonics, inflections and pauses.

III. SPELLING.

The words to be selected from the words used in the Reader, taken from the "Word List" of the Third Reader.

IV. WRITTEN ARITHMETIC.

First Half.

Pupils shall be taught to solve problems similar to those given in Ray's New Practical Arithmetic in the four fundamental processes, no sum, minuend, product or dividend to exceed one hundred thousand, no multiplier to exceed five thousand, and no divisor to exceed twelve. Numeration and notation to be taught through three periods. The value of fractions—one-half, one-third, one-fourth, one-

fifth, one-sixth, one-seventh, one-eighth, one-ninth, and how to find one or more of these parts of numbers. The Rules and Principles should be deducted from the operations and their meaning and use understood by the pupils. Take to Long Division, page 59.

There should be daily practice in the fundamental processes with abstract numbers, particularly in the addition of columns of figures, for accuracy and rapidity. Concrete problems should not involve more than two processes.

Second Half.

Continue the work of the first half, using examples of somewhat greater difficulty. Take Long Division with divisors not exceeding three places. Ray's New Practical Arithmetic to Article 45, inclusive, omitting Articles 32 and 43. Similar examples and problems from other sources. Concrete problems not to involve more than two processes. Fractional parts as in first half.

Daily drill in the four fundamental rules, as in the first half.

V. MENTAL ARITHMETIC.

First Half.

Ray's New Intellectual Arithmetic through page 33.

Other examples of similar character. Drill exercises in adding single columns of numbers and in more difficult combinations of multiplication.

Second Half,

Continue exercises in work of the first half. Take in advance Lessons XV, XVI, XVII, XVIII and XIX. omitting examples 18 and 26, Lesson XV, and 23, 24 and 25, Lesson XVIII, and 14, 19, 21, 22, 23, 24, 25, 26, 29, 34 and 35, Lesson XIX.

Other examples of similar character. Drill exercises in the fundamental processes with abstract numbers.

VI. GEOGRAPHY.

First Half.

Using map of Kentucky. Locate Kenton County as to its position in the State, and give its boundaries. Describe its surface and soil, and name five agricultural, and three manufactured products of the county, also five kinds of forest trees that are found in this county.

Describe the Ohio, Licking, Kentucky, Big Sandy and Cumberland Rivers, and tell what a river is.

Using map of the United States. Locate Kentucky by giving its position in the United States, and adding the names of the States surrounding it. Describe the general surface, soil and climate of the State, also tell what a valley, hill and mountain is. Name five agricultural, and two mineral products, and tell in what part of the State each is found, and tell for what products Kentucky is noted. Locate Louisville, Covington, Lexington, Maysville, Paducah, Frankfort and Newport, also locate the Mammoth Cave. Draw an outline map of Kentucky, locating thereon the mountainous portion, also the cities and rivers above named.

Using map of the United States. Tell what country north of it. Tell what country south of it. Give the general surface, soil and climate.

Tell in what part of the country, the following are produced: corn, oats, wheat, hemp, cotton, sugar cane, also gold, silver, lead, copper and coal.

Second Half.

New Eclectic Geography, take to the United States.

Omitting—1. Sections 15, 16, 17 and 18. 2. 50 and 51.

3. On Religion.

VII. DRAWING, PENMANSHIP AND MUSIC.

As directed by the Special Teachers.

FIFTH YEAR, OR "B" GRAMMAR GRADE.

I. LANGUAGE.

Long's Language Lessons: Part Two, Fourth Reader.

First Half.

To page 58.

Second Half.

Through page 96.

II. READING.

First Half.

Twenty-two lessons.

Second Half.

From the twenty-third lesson to the forty-fifth, inclusive.

III. SPELLING.

Words selected from the "Word List" to correspond with the Fourth Reader Lessons.

IV. WRITTEN ARITHMETIC.

First Half.

1. Review C. Grammar Grade work, with much practice in the fundamental rules for accuracy and rapidity. Throughout the entire year this drill shall be maintained by daily practice.

2. United States money as follows:

- (1) The table.
- (2) The names and values of coins.
- (3) Omit Articles 53, 54 and 55.
- (4) Teach how to express any sum of money as dollars by means of the sign and point—the denominations below the dollar being expressed as decimals of the dollar, and read as cents, or cents and mills.
- (5) Addition, Subtraction, Multiplication and Division of United States Money, with practical problems.
- (6) Merchants' bills.

Second Half.

1. Reduction of Compound Numbers as follows:

- (1) Dry Measure. (a) The table. (b) The weight of a bushel of coal (Ky. 72), corn (shelled), wheat and oats.
- (2) Omit Articles 62 and 63 (except examples 5 to 11 inclusive), the principles and rules to be deducted from oral examples similar to those found at the close of Article 61. Take Liquid Measure, Avoirdupois Weight, Long Weight and Time Measure.
- (3) Take Square and Cubic Measure, and omit all of Article 72 (except Miscellaneous Table to leaves and folios). Also all examples in Articles 73 and 74, that do not come under the tables learned.

V. MENTAL ARITHMETIC.

First Half.

Ray's New Intellectual Arithmetic, Lessons XIV to XX inclusive.

Drill exercises in the fundamental processes with abstract numbers.

Second Half.

Lessons XLVIII to LIV inclusive, Ray's New Intellectual Arithmetic, and omitting examples 12, 13, 17, 18 and 19, Lesson L; examples 5, 10 and 12 to 19 inclusive, Lesson LI; examples 7, 11, 12, 13, 14, 20 and 21, and parts of other examples in which the denominator is not an integral factor, Lesson LII. Omit all of Lesson LIII, and examples 16 and 17, Lesson LIV.

Drill exercises in the fundamental processes as in the first half.

VI. GEOGRAPHY.

First Half.

Begin with the United States. Take to the Central States.

Omit, on page 20, all the map questions after "What lake in the West?" Omit boundaries of States.

Second Half.

Begin with the Central States. Take to British America. Omit Boundaries of States.

Throughout the year the following points should be carefully observed :

Locate the capitals of States and the familiar names by which they are known, and why so named. All the lessons should be taught orally, after which the text should be carefully explained. No more memorizing of the text should be allowed. When studying map questions the book maps or wall maps should be constantly present.

VII. DRAWING, PENMANSHIP AND MUSIC.

As directed by Special Teachers.

SIXTH YEAR, OR "A" GRAMMAR GRADE.

I. LANGUAGE.

First Half.

Long's Lessons in English, through page 54.

Second Half.

Long's Lessons in English from page 55 through page 144.

II. READING.

First Half.

Take from the forty-sixth Lesson to the sixty-eighth inclusive, in McGuffey's Fourth Reader.

Second Half.

Complete the Reader.

III. SPELLING.

Selected words same as in preceding grade. Use "Word Lists" for this grade.

IV. WRITTEN ARITHMETIC.

First Half.

From Addition of Compound Numbers, to Fractions, Section 92, omitting 81 and 82.

Second Half.

From Section 92 to Decimal Fractions, Section 131.

V. MENTAL ARITHMETIC.

First Half.

Lesson XX. to Lesson XXX. inclusive

Second Half.

Lesson XXXI. to Lesson XLII. inclusive. Nothing to be omitted.

VI. GEOGRAPHY.

First Half-

Begin with British America. Take to Asia.

Second Half.

Begin with Asia. Complete the book.

Throughout the year: Boundaries of States to be omitted.

VII. DRAWING, PENMANSHIP AND MUSIC.

As directed by the Special Teachers.

COURSE OF STUDY FOR INTERMEDIATE SCHOOLS

SEVENTH YEAR, OR "B." INTERMEDIATE GRADE.

I. GRAMMAR AND COMPOSITION.

First Half.

Harvey's English Grammar, from the beginning to the verb, page 73.

Second Half.

Harvey's English Grammar, from the verb, page 73, to Syntax.

II. READING.

First Half.

McGuffey's Eclectic Fifth Reader. Take the first twenty-five lessons.

Second Half.

Beginning with Lesson XXVI., take to Lesson. LI.

III. SPELLING.

From Word Lists.

IV. WRITTEN ARITHMETIC.

First Half.

Review Common Fractions, after having finished Decimal Fractions.

Second Half.

Omit metric system. Commence at Article 162 Percentage, and take to Case II, Simple Interest.

Review Percentage thoroughly.

V. MENTAL ARITHMETIC.

First Half.

Lessons XLIV, XLV, LIII, LIV and LV, Ray's New Intellectual Arithmetic, and similar exercises from other sources,

Second Half.

Lessons LXIV to LXXVIII, inclusive, and similar exercises from other sources, including simple problems in Percentage and Simple Interest.

VI. GEOGRAPHY.

First Half.

New Eclectic, Complete Geography. Begin at North America, and take to the Northern States, locating and describing cities, rivers and mountains mentioned in the descriptive part.

Second Half.

Begin at the Northern States and take to South America.

VII. HISTORY.

First Half.

Eclectic United States History, to Part II, first two chapters as reading lessons.

Second Half.

Selections from Part II, and all of Part III.

Omit the following chapters and paragraphs from the second half: Chapter x, paragraphs 144 to 149, inclusive; Chapter xi, paragraphs 160 to 163, inclusive; Chapter xiii, omitted; Chapter xiv, paragraphs 215, 218 and 224; Chapter xv, paragraphs 236 to 244; Chapter xvii, paragraphs 271 and 279; Chapter xix, paragraphs 300 and 301.

VIII. DRAWING, PENMANSHIP AND MUSIC.

As directed by the Special Teachers.

EIGHTH YEAR, OR "A." INTERMEDIATE GRADE.

I. GRAMMAR AND COMPOSITION.

First Half.

Harvey's Revised English Grammar. Exercises in Composition and Letter Writing.

Second Half,

Complete the book.

It is expected in all grades that the exercises in the book will be supplemented by the teacher with additional exercises of the same character, and that no definition or principle will be assigned as a lesson without full and complete explanation, that pupils may understand and fully comprehend its meaning.

Exercises in Composition and Letter Writing.

II. READING.

First Half.

McGuffey's Fifth Reader, beginning at twenty-first lesson extending through seventy-eight.

Second Half.

Beginning at seventy-ninth lesson, complete the book.

III. SPELLING.

Use Word Lists, as in other grades.

IV. WRITTEN ARITHMETIC.

First Half.

Begin with Art. 181, take to Art. 198.

Second Half.

Begin with Art. 198, take Art. 199, 200, 201, 203, 204, 206, 207, 210. Ratio and Proportion complete, Partnership, Involution, Evolution complete. Art. 246, 247, 248, 250, 251, 252, 253, 260, 261, 262, 263.

V. MENTAL ARITHMETIC.

First Half.

Begin with Lesson LXIV, page 119, take through Lesson LXXIX, page 133.

Second Half.

Begin with Lesson LVI, page 103, take through Lesson LXIII, page 116.

VI. GEOGRAPHY.

First Half.

Begin with South America take to Asia.

Second Half.

Begin with Asia, take through page 99.

VII. HISTORY.

First Half.

Eclectic United States History, beginning at adoption of Constitution, take to Buchanan's Administration.

Second Half.

Beginning at the Buchanan Administration, complete the book.

DRAWING, PENMANSHIP AND MUSIC.

As directed by the Special Teachers.

COURSE OF STUDY IN DRAWING.

C. Primary Grade—The first three months is devoted to clay modeling and carried on throughout the year interspersing paper cutting, stick laying, marking and drawing.

B. Primary Grade—Modeling in clay the first three months and Book No. 1 completed the latter part of the year.

A. Primary Grade—Book No. 2.

C. Grammar Grade—Book No. 3.

Representative drawing, beginning with C. Grammar Grade and continuing throughout the whole school course.

B. Grammar Grade—Book No. 4.

A. Grammar Grade—Book No. 5.

B. Intermediate Grade—Book No. 6.

A. Intermediate Grade.

Constructive, Representative and Decorative Drawing.

DRAWING.

VISITING PROGRAMME.

FIRST CIRCUIT.

Monday and Tuesday—First District School.

Wednesday and Thursday—Third District School.

Friday—High School.

SECOND CIRCUIT.

Monday and Tuesday—Second District School.

Wednesday and Thursday—Fourth District School.

Tuesday—Seventh Street School.

COURSE OF STUDY IN PENMANSHIP:

Spencerian System of Copy Books.

Commencing in the B. Primary.

Grade No. 1, 2, 3, 4, 5, 6, 7, 8 in connection with the Slocum Muscular Movement Exercise Book, and in all grades beginning with the A. Primary Grade.

Slates used in the C. Primary, teaching Elements, Principles and the grouping of small letters from the Blackboards.

PENMANSHIP.

VISITING PROGRAMME.

FIRST CIRCUIT.

Monday and Tuesday—Second District School.

Wednesday and Thursday—First District School.

Friday—Seventh Street School.

SECOND CIRCUIT.

Monday and Tuesday—Fourth District School.

Wednesday and Thursday—Third District School.

Friday—High School.

COURSE OF STUDY IN MUSIC.

FIRST YEAR—COMPLETE.

C. PRIMADY GRADE.

The Musical Scale, Time and Rote Songs.

B. PRIMARY GRADE.

First Half.

General review of the Scale and Time with additional Rote and Exercise Songs.

Second Half.

Explanation of Notes, Rests, Staff Bar and Measures, with additional Rote and Exercise Songs.

A. PRIMARY GRADE.

First Half.

First National Music Reader, page 26 to page 54, inclusive with Rote Songs from the remainder of the book.

C GRAMMAR GRADE.

First Half.

Second National Music Reader to page 25, with Rote Songs from the "Miscellaneous" Department of the book.

Second Half.

Second National Music Reader, from page 25 through the "Key of one Sharp" to page 57, with Rote Songs from the "Miscellaneous" Department of the book.

B GRAMMAR GRADE.

First Half.

Second National Music Reader, commencing at Part II, page 38, to the "Key of A." on page 64, with Rote Songs from "Miscellaneous" Department.

Second Half.

Second National Music Reader, from "Key of A.," page 64, to "Key of B. flat," page, 82 with Rote Songs from "Miscellaneous" Department.

A GRAMMARR GRADE.

First Half.

Second National Music Reader, from "Key of F" page, 76, to Part III, page 101, with Rote Songs from "Miscellaneous" Department.

Second Half.

Miscellaneous pieces in Part III, page 101, with "Test Exercises" in Part IV, from pages 165 to 177.

B. INTERMEDIATE GRADE.

First Half.

Third National Music Reader, Book I, Two part Songs, to "Key of A Major," page 44, with Rote Songs from Part V, (Miscellaneous Songs).

Second Half.

Third National Music Reader. from "A Major," page 44 to page 75, with Rote Songs from Part V, "Miscellaneous Songs," page 91 to Book II.

A. INTERMEDIATE GRADE.

First Half.

Third National Music Reader, Book III, Three part Songs, to page 39, with Rote Songs and Exercises.

Second Half.

Third National Music Reader, Book III, Three part Song, from page 30, through the book, with Rote Songs and Exercises.

HIGH SCHOOL

Independent National Music Reader.

MUSIC CALENDAR.

FOR PUBLIC SCHOOLS OF COVINGTON.

MONDAY.

Morning Session.....High School
 Afternoon Session.....Seventh Street School

TUESDAY.

Third District School.

WEDNESDAY.

Fourth District School.

THURSDAY.

Second District School.

FRIDAY.

First District School.

TEXT BOOKS

USED IN THE COVINGTON PUBLIC SCHOOLS.

PRIMARY, GRAMMAR AND INTERMEDIATE SCHOOLS.

Readers—McGuffey's.

Arithmetic—Ray's.

Geography—Eclectic.

U. S. History—Eclectic.

Language—Long's Language Lessons and Lessons in English.

English Grammar—Harvey's.

Penmanship—Spencerian.

Drawing—Eclectic.

Dinsmore's Written Spelling Books.

Eclectic "Word Lists."

Music—Ginn & Co.'s New National Music Series.



HIGH SCHOOL.

COVINGTON HIGH SCHOOL.

FACULTY.

COVINGTON HIGH SCHOOL.

1894-95.

W. C. WARFIELD, Superintendent. . . . Office, High School

H. R. BLAISDELL, Principal. 910 Scott St
Science and Psychology.

F. A. KING, Assistant Principal 66 W. Robins St
Latin and German.

MATTIE E. TEARNE, Assistant 110 E. Fifth St
English, Physiology and Botany.

LILLIE SOUTHGATE, Assistant. 28 W. Robins St
Mathematics.

LORENE KENNEDY, Assistant 1610 Scott St
Latin and Physical Geography.

CALLIE K. WALLS, Assistant. 28 W. Robins St
English and History.

COURSE OF STUDY

YEAR	CLASSICAL.	P.
I	Latin.....	5
	English.....	4
	Algebra.....	4
	History.....	4
	Physical Geography.....	3
		20
II	Latin.....	5
	German.....	5
	English.....	2
	Geometry.....	2
	Algebra.....	3
	History.....	3
		20
III	Latin.....	5
	German.....	4
	English.....	2
	Geometry.....	4
	Physics.....	5
		20
IV	Latin.....	5
	German.....	4
	English.....	4
	Trigonometry and Higher Algebra } or	3
	History	
	Chemistry.....	4
		20

COURSE OF STUDY.

YEAR	SCIENTIFIC.	P.
I	Latin	5
	English	4
	Algebra	4
	History	4
	Physical Geography	3
		20
II	Latin	5
	Botany, <i>or</i> Zoology	3
	English	4
	Geometry	2
	Algebra	3
	History	3
		20
III	Latin	5
	Astronomy	2
	English	4
	Geometry	4
	Physics	5
		20
IV	Latin	5
	English	4
	Trigonometry and Higher Algebra } <i>or</i>	3
	Psychology	
	Anatomy, Physiology & Hygiene, $\frac{1}{2}$ yr and	4
	Geology, <i>or</i> Physiography, $\frac{1}{2}$ yr	
	Chemistry	4
		20

COURSE OF STUDY.

YEAR	ENGLISH.	P.
I	Latin, <i>or</i> German	5
	English	4
	Algebra	4
	History	4
	Physical Geography	3
		20
II	Latin, <i>or</i> German	4
	Botany, <i>or</i> Zoology	3
	English	5
	Geometry	2
	Algebra	3
	History	3
		20
III	Latin, <i>or</i> German	4
	Astronomy	2
	English	5
	Geometry	4
	Physics	5
		20
IV	Latin, <i>or</i> German	5
	English	5
	Trigonometry and Higher Algebra } <i>or</i> }	3
	History	
	Psychology	3
	Anatomy, Physiology & Hygiene, $\frac{1}{2}$ yr. } and }	
	Geology, <i>or</i> Physiography, $\frac{1}{2}$ yr. } <i>or</i> }	4
	Chemistry	
		20

APPORTIONMENT OF STUDIES

The distribution of the various studies, by years and terms, is approximately as follows:

CLASSICS.

LATIN.

[CLASSICAL AND SCIENTIFIC COURSES.]

FIRST YEAR.

First Term —Harkness's Easy Latin Method, or Harper & Burgess's Inductive Latin Primer (Lessons I-L).

Second Term—Harkness's Easy Latin Method, or Harper & Burgess's Inductive Latin Primer (completed) ; also, Gradatim, Breviary of Eutropius, or Collar's Gate to Cæsar.

SECOND YEAR.

First Term —Cornelius Nepos's Lives, or C. Julius Cæsar's Gallic Wars (Books I-II).

Second Term—C. Julius Cæsar's Gallic Wars (Books I-III, or II-IV).

Prose composition daily throughout the year.

NOTE. P—A recitation period of 45 minutes.

Yr—year.

THIRD YEAR.

First Term—M. Tullius Cicero's Orations against Cataline (I-IV).

Second Term—P. Virgilius Maro's Æneid (Books I-III).
Prose composition daily during first term.

FOURTH YEAR.

First Term —P. Virgilius Maro's Æneid (Books IV-VI);
also Selections from Ovid's Metamorphoses

Second Term—M. Tullius Cicero's Defense of Archias,
Manilian Law, and Concerning Friendship.

Prose composition daily during second term.

[ENGLISH COURSE.]

FIRST YEAR.

The same as in Classical and Scientific Courses.

SECOND AND THIRD YEARS.

The equivalent of one exercise per week less than in Classical and Scientific Courses.

FOURTH YEAR.

The same as in Classical and Scientific Courses.

MODERN LANGUAGES.

GERMAN.

[ENGLISH COURSE.]

FIRST YEAR.

First Term — Joynes-Meissner's German Grammar (Part I).

Second Term — Joynes's German Reader, or Brandt's German Reader.

Daily practice in colloquial German.

SECOND YEAR.

First Term — Bernhardt's Baumbach's In Zwielficht (Parts I-II).

Second Term — Hillern's Hoher als die Kirche, Storm's Immensee, Heyse's, L'Arrabiata, Hauff's Das kalte Herz.

Prose composition daily throughout the year.

THIRD YEAR.

First Term — Schiller's Wilhelm Tell, or Lessing's Nathan der Weise.

Second Term — Schiller's Maria Stuart, or Schiller's Die Jungfrau von Orleans.

FOURTH YEAR.

First Term — Goethe's Hermann und Dorothea, or Heine's Prosa (edited by C. A. Buchheim).

Second Term—Goethe's Iphigenie; also Selections from Prose Writers.

German History and Literature once a week throughout the year.

[CLASSICAL COURSE.]

The same as the first three years of the English Course.

ENGLISH.

[SCIENTIFIC COURSE.]

First Term—Rhetoric and Composition.

To Figures.

Scott's Lady of the Lake.

Second Term—Rhetoric and Composition.

Complete the text book.

Irving's Sketch Book.

SECOND YEAR.

First Term—Composition.

Sir Roger de Coverley Papers in the Spectator, Shakespeare's Merchant of Venice and Twelfth Night, Dickens' David Copperfield.

Second Term—Composition.

Irving's Tales of a Traveler, Longfellow's Evangeline, Goldsmith's Deserted Village, Hawthorne's Twice Told Tales.

THIRD YEAR.

First Term—Composition.

Webster's First Bunker Hill Oration, Arnold's Sohrab and Rustum, Scott's Ivanhoe.

Second Term—Composition.

Goldsmith's Vicar of Wakefield, George Eliot's Silas Marner.

FOURTH YEAR

First Term —Composition.

R. W. Emerson's American Scholar, Self-Reliance, Compensation, Shakespeare's Julius Cæsar and As You Like It.

Second Term—Burke's Speech on Conciliation with America, Milton's L'Allegro, Il Penseroso, Lycidas, Macaulay's Essay on Milton, Macaulay's Second Essay on the Earl of Chatham.

Graduating Thesis.

[ENGLISH COURSE.]

FIRST YEAR.

Same as in the Scientific Course.

SECOND YEAR.

Same as in the Scientific Course. Additional: An intensive study of Shakespeare's Othello.

THIRD YEAR.

Same as in the Scientific Course. Additional: An intensive study of Milton's Comus, or an equivalent.

FOURTH YEAR.

Same as in the Scientific Course. Additional: An intensive study of Shakespeare's Hamlet.

[CLASSICAL COURSE.]

FIRST YEAR.

Same as in the Scientific Course.

SECOND AND THIRD YEARS.

One-half as many exercises as in the Scientific Course.

FOURTH YEAR.

Same as in the Scientific Course.

PSYCHOLOGY.

FOURTH YEAR.

First Term —From the beginning to Intuitions.

Second Term —Complete the text book.

HISTORY.

FIRST YEAR.

First Term —General History. Begin with the "Introduction," page 9, take through page 157.

Second Term —Begin with page 158, take to Media-val History, page 315.

SECOND YEAR.

First Term —Begin with page 315, take to "The Civilization," page 467.

Second Term —Begin with "The Civilization," page 467, complete the book.

FOURTH YEAR.

An intensive study of one or more historical periods by outline.

MATHEMATICS.

ALGEBRA.

FIRST YEAR.

First Term —Through Common Multiples.

Second Term—Through Evolution.

SECOND YEAR.

First Term —Through Progression.

Second Term—Complete the text book.

GEOMETRY.

SECOND YEAR.

First Term —Through Chapter IV.

Second Term—Through Chapter VII.

THIRD YEAR.

First Term —Through Chapter XI.

Second Term—Complete the text book.

TRIGONOMETRY.

FOURTH YEAR.

First Term --To Article 102.

Second Term—Complete Plane Trigonometry and review the mathematical course with practical applications of the principles learned.

SCIENCE.

PHYSICAL GEOGRAPHY.

FIRST YEAR.

First Term —Parts I, II, III.

Second Term—Parts IV, V.

BOTANY.

SECOND YEAR.

First Term —By outline.

Second Term—By outline.

An Herbarium, consisting of fifty leaves and fifty flowers, to be prepared.

ZOOLOGY.

SECOND YEAR.

First Term —Through page 149.

Second Term—Complete the text book.

ASTRONOMY.

THIRD YEAR.

First Term —Through page 156.

Second Term—Complete the text book.

ANATOMY, PHYSIOLOGY AND HYGIENE.

FOURTH YEAR.

First Term —Complete the text book.

GEOLOGY.

FOURTH YEAR.

Second Term—Complete the text book.

PHYSIOGRAPHY.

FOURTH YEAR.

Second Term—Complete the text book.

PHYSICS.

THIRD YEAR.

First Term —From the beginning to Light.

Second Term—Complete the text book.

CHEMISTRY.

FOURTH YEAR.

First Term —By outline.

Second Term—By outline.

TEXT BOOKS

USED IN THE COVINGTON HIGH SCHOOL.

Arithmetic—Ray's Higher.

Algebra—Ray's Higher.

Geometry—Welsh's.

Trigonometry—Schuyler's.

Latin—Beginner's Book—Harkness's Easy Method and
Harper & Burgess's Latin Primer.

Grammar—Harkness's.

Cæsar—Harper & Tollman's.

Cicero—Harper's.

Vergil—Harper & Miller's.

Prose Composition—Riggs's "In Latinum."

General History—Barnes's.

Language, Composition and Rhetoric—Reed & Kellogg's.

English Classics—Eclectic Series.

English Literature.

American Literature.

Physical Geography—Guyot's.

Physiology—Tracy's.

Botany—Gray's School and Field Book.

Zoology—Holder's.

Physics—Steele's.

Chemistry—Steele's.

Astronomy—Young's.

Mental Philosophy—Haven's.

Music—Ginn & Co.'s New National Music Series.

"GRADATIM"

PROGRAMME.

Covington High School

COMMENCEMENT,

Tuesday Evening, June 19, '94.

8 O'CLOCK,

AT ODD FELLOWS HALL

FRANK L. BRISTOW, Musical Director,
FLORENCE EVELINE COPPIN, Accompanist.
Music by MICHAEL'S ORCHESTRA.

PART II.

Gavotte—Sapho A. Robyn

*Essay—Superstitions Alice Pugh

*Essay—The Power of Habit Sarah Mabel Reed

Essay—The Art of Keeping Cool . . Eleanor Jane Wisenall

*Oration—The Will Frederick William Hoelscher

*Essay—Friendship Amy Rees

*Essay—Variety in Nature Anna Margaret Roycroft

*Essay—America's Womanhood Ada Vista Williams

Oration—Components of Success,
Charles James Tranter, Jr.,

*Essay—Silent Influence Lilien Williams

*Essay—Tyranny of Fashion Alice Wilson

Cornet Solo George Busch

Essay, with Valedictory—Literature in Life,
Nancy Louise Bagby

Selections—Bohemian Girl Balfe

Address to Class. H. R. Blaisdell, *Principal of High School*

Presentation of Diplomas W. C. Warfield,
Superintendent of Schools

Music—Graduates' Farewell, by the Class,
Alois F. Lejeal

Benediction Rev. David W. Clark, D. D.

*Excused.

GRADUATING CLASS—1894.

COVINGTON HIGH SCHOOL.

Bullock, Wm. M.	Grunkemeyer, Alice
Ellis, Challen	Herndon, Emma Buford
Goldsmith, Joseph Edgar	Mitchell, Grace Dodd
Hoelscher, Fred Wm.	Pebworth, Birdie K.
Selmeier, Louis	Pugh, Alice
Tranter, Charles J., Jr.	Reed, Sarah Mabel
Bagby, Nancy Louise	Rees, Amy
Barker, Nancy Margaret	Roycroft, Anna M.
Bornwasser, Clara Louise	Williams, Ada Vesta
Coppin, Florence Eveline	Williams, Lilien
Dulaney, Hattie L.	Wilson, Alice
Evans, Isabella	Wisenall, Eleanor Jane

W. C. WARFIELD, ESQ.,

Superintendent of Public Schools, Covington, Ky.

DEAR SIR :—I have the pleasure of submitting to you my report as Principal of Covington High School for the academical year of 1893-4. The months have passed swiftly and pleasantly. I can conscientiously commend our teachers, regular and special, as faithful and industrious, and recommend them as worthy of continuance in their respective chairs. It has been the aim of the whole faculty to make ours a school deserving of patronage by all—a school so excellent that no parent need seek elsewhere for a better, and which shall give to every pupil desiring it, a preparation sufficient to enable him to enter any first-class college in the land. We thank you for the prospect of an enlarged curriculum. Our teachers are laudably ambitious; the proximity of the schools of our sister city is a constant stimulus to repeated effort.

We need more physical and chemical apparatus. Our students are bright and capable. Why should they not possess as good facilities as are at the command of the pupils in scores of cities no larger, no more wealthy, and, certainly, no more intelligent, than our own goodly city of Covington? We thank the Board of Education most heartily for increasing our teaching force, and most respectfully ask a continuance of the work along the line of added facilities, apparatus and books. Cincinnati children have the free use of a magnificent public library. The prospect of a well furnished library in Covington, at no very distant day, gives all great pleasure.

A reference to the statistical tables accompanying this report will show a larger enrollment, a better attendance, less tardiness, than for many years previous. This is true of all the rooms in the building.

It is proper to say of the Intermediate teachers that they have been courteous and attentive to duty. Their labors are arduous and incessant, but they have not been found wanting. We regret the fact that one of them will soon leave us to enter another sphere of usefulness. We wish for her much happiness.

Our janitor has been prompt and faithful. The building and grounds have been kept in a fair condition of cleanliness and order. He has been kind and accommodating to teachers and children

This report, my dear sir, would be incomplete if no mention were made of the unvarying affability and courtesy which have marked your demeanor in all your dealings with our teachers. I desire to express my own high appreciation thereof, and extend hearty thanks.

Hoping that the new year may be as pleasant and as profitable as the past has been, I am most sincerely truly

Yours in the good work,

H. R. BLAISDELL,

Principal of High School.

Covington, Ky., June 30, 1894.

COURSE OF STUDY

WM. GRANT HIGH SCHOOL.

(COLORED.)

GENERAL.		
1st Year	I Term	.....Algebra
		.....General History
		.....English Grammar
	II Term	.....Algebra
		.....General History
		.....Physiology
		.....English Analysis

2nd Year	I Term	.....Algebra
		.....Physical Geography
		.....Physics
		.....American Literature
	II Term	.....Geometry
		.....Physical Geography
		.....Physics
		.....Botany
3rd Year	I Term	.....Geometry
		.....English Literature
		.....Psychology
		.....Civics
	II Term	.....Geometry
		.....English Literature
		.....Psychology
		.....School Management

APPORTIONMENT OF STUDIES.

THE WM. GRANT HIGH SCHOOL.

MATHEMATICS.

Algebra—	I. year,	1st term—	To Fractions.
	I. “	2d “	To Quadratics.
	II. “	1st “	Finish Quadratics.
Geometry—	II. “	2d “	To Chapter VI.
	III. “	1st “	To Solid Geometry.
	III. “	3d “	Solid Geometry.

HISTORY.

Gen. History —	I. year.	1st term—	To Fractions.
	I. “	2d “	Complete the book.
Civics	III. “	1st “	Complete the book.

SCIENCE.

Botany	—	II. year.	2d term—	Complete the book
Phys. Geography	II. “	1st “	To atmosphere.	
	II. “	2d “	Complete the book	
Physics	II. “	1st “	To Light.	
	II. “	2d “	Complete the book	
Physiology	I. “	From January to end 2d term,	Complete the book	

Psychology	III.	“	1st term—To Thought Powers.
	III.	“	2d “
			Through Cognitive Powers Sensibility and Will.

LITERATURE.

American	—	II. year.	1st term—Complete the book
English		III. “	1st “ To Dryden.
“		III. “	2d “ Complete the book

Programme of Commencement Exercises
Colored High School.

FIFTH ANNUAL

COMMENCEMENT

OF THE

Wm. Grant High School,

COVINGTON, KY.

AT ODD FELOWS' HALL.

FIFTH AND MADISON AVENUE,

Thursday Evening, June 21, '94.



"Be ambitious to excel."

PROGRAMME.

Chorus—"Doth Not Wisdom Cry?" School Choral
 Prayer Rev. F. J. Hummons
 Essay—"Self-culture" Jennie Paxton
 Essay—"The Advantage of Industry" Julia Delaney
 Oration—"The First Guns of the Rebellion,"

Francis Russell

Essay—"The Value of History" Hallie Dancer
 Recitation—"Labor" Theodore Young
 Essay—"What is Life Without an Aim?" Lulu Smith
 Oration—"Abraham Lincoln" Major B. Cassell
 Chorus—"Fairy Land Waltz" School Choral
 *Essay—"Opportunity and Effort" Carrie B. Frye
 †Oration—"Injustice the Cause of National Ruin,"

Nathan Fleming

Address Hon. Wm. H. Parham
 Semi-Chorus—"The Message of the Flower" Girls
 Presentation of Diplomas Supt. W. C. Warfield
 Awarding Medals Pres. J. A. Averdick
 Chorus—"Gloria" School Choral

* Gold medal for the best essay.

† Gold medal for the best oration.

NAMES OF GRADUATES.

Nathan Fleming,
 Carrie B. Frye.

PRESIDENT'S REPORT.

An address delivered before the Board of Education, in regular session, on December 7, 1893, by Dr. J. A. Averdick, President Board of Education, Covington, Ky.—

GENTLEMEN OF THE BOARD—It is with some diffidence and a feeling of responsibility that I assume the duties of this honorable position which you have so generously conferred upon me. I accept the honor with diffidence, because I know full well my inability to discharge the duties incumbent upon this position, in the manner that I myself would like, and feel, also, the difficulty in following such illustrious and impartial predecessors to the satisfaction of your board and the friends of the public school system in our beautiful city.

I am, however, sincerely grateful to the citizens of Covington, not only for the large vote tendered to me in the primary and regular elections, but also for the confidence bestowed in me through their representatives in this board. I am deeply sensible of the responsibility incurred in accepting this honor, for the reason that my whole heart and public interests are concerned in the welfare of our city and its true American institutions, foremost among which is the splendid school system established by wise legislation, and maintained by general taxation, with the approval and support of all our public spirited citizens.

During the five years that I have tried to serve the people of Covington as a member of the Board of Education, it has always been my most cherished ambition

to promote the interests of our schools, and to co-operate with my associates in placing them in the front rank with the schools of other cities of the same class and population.

I may be pardoned for thinking that the good citizens of Covington are entitled to the very best of everything that can be obtained by honest and progressive municipal government, and, in my humble judgment, the most important of our local municipal affairs is the public school system of this city, which is now on an equality, and of the same general grade as that obtained throughout the grand Republic in which we live, and to which we owe our best allegiance, and which, more than any other institution, has served to give our country first rank among the nations of the earth. My previous experience as a member of this board, and my deep interest in the cause of education have brought to my mind certain suggestions and recommendations, which I believe it to be for the general good of the cause we have been elected to promote, and I commend these various subjects to you, gentlemen, for earnest thought and careful consideration.

THE KINDERGARTEN

Is a comparatively modern institution, and is the result of modern ideas, among the benefactors and friends of humanity in the large cities of this country. It was the outgrowth in the first place of a desire by good citizens to lift up and properly train the small children who, by reason of misfortune or mere circumstance of birth, were not receiving the best influence of society and education. In this branch of early training and schooling the city of

Covington is far in advance of the majority of its corporations, and, even in the Queen City across the river, of which all of us are justly proud (because of its close proximity to Covington), and seriously because so many of our citizens have important interests there, and because of its wealth and commercial standing among the great cities of the land, has not yet, as in other instances, adopted our advanced ideas in regard to this worthy institution for the benefit of the little children who should be kept from the streets and from evil influences, from the days of their earliest comprehension. We are proud of the fact that our kindergartens are public institutions, maintained by the general taxation upon all our people, and not by the charity of a few, for they have become the very foundation of our almost perfect system of education. I therefore recommend that this board continue these institutions, now but a little more than a year old, and like the little urchin that attends, still in swaddling clothes, but growing. The watch-word of this board should be progression, and not retrogression. These primary schools for the little ones are an honor to our community, and should receive individual encouragement, and the official aid of this body of public servants, whose every effort should be directed to the up-building of every branch of our public schools, of which the Kindergarten, while the youngest, is by no means the least important.

COLORED SCHOOLS.

As one of the results of the civil war, the colored people who had been in the bonds of slavery were liberated, and became free and independent citizens, with the right of

suffrage in all the States of the Union. Thus was precipitated upon the United States a large voting population which was generally ignorant as to the needs of their country and its local and educational institutions. Every man who labors, helps pay the taxes; every landlord that rents a house takes into consideration at the time what will be the probable cost of repairs, his insurance, and his taxes, and bases his computation as to the rental charges accordingly. Therefore, as a general rule, the poor man, whether he be white or black, pays the taxes from which all branches of our government, national, state or municipal, are maintained.

The colored citizen is progressing and is becoming better fitted for the responsible duties of citizenship, but, although perhaps a much larger proportion of the colored people over the whites work in the humbler paths of life, and are engaged in menial employments, and are classed among the poorest of the poor, still every stroke they make in honest toil adds to the wealth and prosperity of our community, and every dollar of rents they pay helps to pay the taxes of our city. Their children are entitled to all the advantages of our public schools, and I recommend to this honorable Board that the liberal policy heretofore pursued by this Board, be enlarged during the ensuing administration, and that the colored school should be maintained upon an equality with the privileges and advantages granted to other schools of our community.

TRUANT OFFICERS.

The school is the mould of the future man, and without the education and experience the school life gives, life is

barren, and without the refined and sensible encouragement and pleasures which God provided for His children, and for which He has made it our duty to prepare the children of the earth. The duty of this Board in its limited jurisdiction is plainly important so far as compelling the attendance is concerned, of the children within the school age. Every parent should do all in his power to educate his child; it is the duty of every parent to see to it so far as possible that his child is in attendance at school, whether it be public or parochial. If however the power of the parent is inadequate, the power of the State should be invoked and every child should, by compulsory process if necessary, be fitted for the responsibilities of citizenship, and should be taught to realize and appreciate the patriotism and sacrifices of the founders of our constitution and fundamental laws, in order that the blessings of a free country should be their heritage. The young of this land should be taught to love their country and its glorious institutions, and every boy should at least have the rudiments of education, so as to know how to love his country and appreciate its advantages. I am particularly happy in realizing the fact that the stars and stripes of America are displayed at all the school houses before the eyes of the future citizens and protectors of our land, as a constant reminder of their duty as patriotic Americans.

It is imperative, not only for the child's good, but for the welfare and perpetuity of the country that it should be educated in our laws and our system of government. The parent may be even indifferent, or may be so unmindful of the future of his child, that even while yet in tender years,

it is kept either in idleness or menial labor. But this does not lessen our duty to the public, and every possible effort should be made by this Board after the child has become an attendant at either one of the schools that this attendance be continued unless by sickness. I, therefore, recommend that a truant officer should be engaged whose duty it shall be to go to the different Principals and ascertain the names of the absentees and to go into the homes of same and learn the cause why the children are not sent regularly to school, and I respectfully urge that all the necessary rules and regulations and laws be issued that will aid him as an officer of this Board, in securing attendance.

EXPENSES.

I am in favor of cutting down many unnecessary expenses, but we must not be "penny wise and pound foolish." We should pay the best of salaries to procure the services of the most expert people.

HEALTH.

A very important matter to look to is the health of our wards. Our Sanitary Committee, whose chairman is one of Covington's most eminent physicians, a thorough student, well versed on sanitation, should allow no expense to stand in their way in caring for the health of our little ones. This committee is one of the most important, and I ask the members of same to give it particular attention, and at the same time ask the Board to aid them generously.

SUPERINTENDENT.

The Superintendent should be a man capable to superintend as well as instruct. He should be practical, as well theoretical. He should not be jeopardized by an annual

election, but should be elected for four years, subject to removal by the Board. We should look to him for the full responsibilities of our schools. The Principals should understand that they owe him respect, and are responsible to him for their acts, but at the same time he must show them due courtesy, and they should have a right to appeal any grievance to the Board.

PRINCIPALS.

Principals should at all times be courteous to their teachers and vice versa. I am aware of what I say when I ask this to be done, for in many instances, in our schools there is not only a dislike but a bitter feeling existing between Principal and teacher. When such is the case, the Superintendent should in some way separate them from the same building. The Principal should have control of the teachers in his building, and be responsible for them to the Superintendent.

ELECTIONS.

When the school year is over, our teachers need rest. Mental work is by far the most straining on the system. We should relieve their minds entirely, that they may be able to enjoy their vacation, and recuperate, that when they return to their duties, they will be in a condition of mind and body to pursue their duties as is expected of them. This, unfortunately, was not the case during the past summer. We kept our special teachers in jeopardy, not knowing whether they would be returned to their positions, and their elections did not take place until shortly before the schools were opened. This shall not be any more. We must elect all our teachers as designated by our school laws, that they may be able to enjoy their vacation.

COMMITTEES.

In appointing my committees I have had no enemies to punish, no friends to reward. I have done what I considered best for the interests of our schools, and I trust that every one of this Board has received an appointment on the committee, that he may have preferred. If not, I hope he will except the situation in a proper spirit. Heretofore it has been a fashion to allow the chairman of the committees to attend to matters that may come before it. This, as your President, I will not consent to. I expect as nearly as possible to have the full committee attend to the business coming before that committee. If, during the year I might do something that would displease you, remember that I am but human, and that it is from the head and not the heart. "To err is human, to forgive is divine."

In conclusion permit me to urge that all members of this Board should study the various improvements that may be proposed in our general school system, by the citizens or the press, so as to be able to fully and intelligently present their ideas and suggestions for our consideration. I am an American born and bred, whose father, though a foreigner by birth, fought for the flag of the land of his adoption, and taught his children that to

Stand where we may in the whole wide world,
With flags of nations in pride unfurled,
No banner can float with so grand a mien,
As the one that bears on its silken sheen,
Emblazoned where all the world may see,
The word of words: LIBERTY.

OFFICE OF THE SUPERINTENDENT
OF THE PUBLIC SCHOOLS OF THE CITY OF COVINGTON.

Covington, Ky., October 1, 1894.

To the Board of Education of the City of Covington:

GENTLEMEN:—In accordance with the rules and regulations of the Board of Education, I have the honor to submit the annual report of the Public Schools of Covington for the year ending June 30, 1894.

In addition to what may be found in the preceding portion of this volume, I desire to call your attention to the following remarks and recommendations:

The past year witnessed an increased enrollment over the previous year. This was indeed gratifying. During the year just ended I made as thorough an inspection of the various schools as was possible under the existing circumstances.

My observation and inspection, together with my previous experience, lead me to make some changes in the course of study. From time to time I have made various recommendations to your honorable Board. It is very gratifying to know that a large number of them have been acted upon favorably. Some others were not concurred in. I trust that the decisions made by the Board in reference to these several points have been wise ones, be they for, or against the recommendations made.

TEACHERS.

Teaching is a profession, If it is not, then our public schools are in unsafe hands. Any vocation in life which is simply followed by novices must, sooner or later, place itself in an unenviable position.

That teaching at the present time is holding out but slight inducements to talented young men and young women who may be seeking vocations, apparently is manifestly true.

A young man of education and talent finds that his qualifications will obtain for him a higher salary in some other calling than teaching, and the school room fails to obtain a splendid instructor. But "the signs of the times" indicate that we are gaining ground. Salaries of teachers are getting larger, schools are becoming more thoroughly aroused as they get filled with the spirit which is to be found emanating from the well educated, well trained and thoroughly alive teachers, and people believe fully in their public schools.

We need have no fear of the public schools taking backward steps. The teachers of to-day must keep abreast with the fast ending nineteenth century. They *must* do so. If not of their own volition, then it must surely come of the impetus given to the movement by those who are the recognized leaders in the educational army of this country.

Chas. R. Skinner, in his Chautauqua Lecture, (published in the "*School Bulletin*," September 1894), gave utterance to a great deal that is true in the following words :

TEACHERS PROFESSIONALLY TRAINED.

"Raise the standard of those who teach and you must certainly lift up the ideals of those taught. Improve the

quality of the teachers if you want finer pupils. Demand loftier teaching if you hope for higher learning. The fact that this call comes from every direction shows a common necessity. What the country wants, what the fifteen million children in our public schools need, is a corps of professionally trained teachers, competent, satisfied and happy, able to cause others to know, fitted to cause others to learn. Teaching is a high and noble profession. It demands much of those embracing it. It wields immense power over its subjects. It can never, therefore, be outside a citizen's duty, foreign to a patriot's heart, or alien to a Christian's obligations. to ask how teachers of our public schools can be so trained as best to meet the responsibilities resting upon them.

Says Oscar Chrisman (*Forum*, Feb., 1894):

'The life, the growth, the ideas, the very being of the child should be inquired into and studied. The child is the most important object upon earth for our consideration. His health, his nurture, his development, are far more worthy our regard than anything else. Yet less is known about the child, and less attention given to his care than anything else. Paidology must take up this very necessary work. Perhaps the greatest application of this knowledge of the child will be in the school room, because the school room is the workshop, the business house, the office of the child, and hence more may be done for him there than anywhere else.

Independent of this special study of the child-nature there ought to be in the true teacher the earnest, constant endeavor to help the child to know the subjects taught; to

train him not merely to learn lessons assigned, but to teach him to think; to help the child make what he learns his own.

In these two respects—the love of study for the sake of knowledge; the study of the child to learn how to teach a child—a vast improvement can be made by the 425,000 teachers in our primary, grammar, and high schools in the United States.

A pilot entrusted to bring an ocean steamer to her city dock has had many years hard practice before long miles beyond Sandy Hook, the captain resigns the ship to his orders. Life and property are too precious to be given over into the hands of an unpracticed pilot. Yet how constantly are our public schools committed to the care of teachers who spend their first months and years in a series of experiments on the hearts and lives of our children before they can be said to have any practical knowledge of teaching. Who can tell how many lives have been spoiled as a result of these experiments in the school room? It is no wonder that those most conversant with this need of our public schools cry out with one accord: ‘Give us professionally trained teachers, with a basis of broad scholarship; men and women who themselves have been thoroughly disciplined in the divine art of teaching and know how to inspire others to learn.’

CULTURE IN TEACHERS.

Inseparably connected with love of study, knowledge of child-nature, and practical methods of teaching, there must be in the complete equipment of the teacher’s professional spirit that essential qualification most aptly called

culture. Culture is that instinctive feeling of refinement and delicacy which leads every true teacher to treat each child courteously, kindly, in a genuine manly and womanly way. This is made up of two parts—*morals* and *manners*. It ought not to be necessary to say that school commissioners, school superintendents, school teachers, school officers generally, should always be men and women of unexceptionable morals. They may not be communicants of churches, but it should be demanded that they be persons of unimpeachable morality, honesty and uprightness of life. What teachers *are*, impresses pupils always as truly as what they say or do. Children are intuitive readers of character. It is impossible to put a bad man or a bad woman in charge of a school without imparting to its pupils life-long impressions of evil.

Professors and teachers are sometimes guilty of lack of good manners in their school rooms towards their pupils, who would be heartily ashamed if charged with the same offence in society. Society suffers far more from lack of good manners in the school room than in the drawing room. The long hours passed in contact with teachers by pupils in the earliest and most impressible years fill their memories with the manners, good, bad or indifferent, which subsequent training finds it difficult, or impossible, wholly to erase; the fine courtesy, gentle learning, kindly look, voice, and manner of teachers, are never lost on the tender tablets of the child's conscience, as the coarse, heedless, careless ways of others are reproduced long years afterwards in pupils who are the unfortunate subjects of such influences.

THE REWARDS OF TEACHING.

The place in which the teacher works may be obscure, the labor severe, the gains in money or fame meagre, but no teacher who faithfully fills an appointed sphere will fail at last to see certain evidence of his work in the lives of good men and women whose characters he has moulded---will fail to see the satisfaction which comes of a duty conscientiously done---will fail to hear the voice of Him who was the Teacher sent from God, saying in tones of infinite tenderness and love, "Well done, good and faithful servant."

The profession of a true teacher can never be an easy one. It demands much labor to properly prepare for it. It insists upon hard work every day it is followed. It provides no pension when days of toil have ceased, and smoothes no path down to the last resting place with promise of support from others. It gives no certainty that place and wages shall be received, and leaves the spectre of inactivity and want ever standing at the door."

We can not afford to obtain our supply of new teachers by employing untrained persons, who have no conception of the duties of a teacher. We must train the graduates of our High School to be teachers, or we must look elsewhere if we desire to fill vacancies with competent teachers.

NORMAL SCHOOL.

I quote in full the following :

ARTICLE XI.

§ 13. The board shall have power to establish and maintain a normal school, or normal training class, for the pur-

pose of training the graduates of the High School and others to be teachers in the schools of the city, and to this end it may prescribe rules and regulations for the government of the said normal school, or normal training class, and employ a principal and other teachers, as may be necessary for the maintenance of the said normal school, or normal training class.

Thus a wise provision was made in our new city charter for the establishment of a normal school, or normal training class. I recommend that immediate steps be taken for the establishment of the same, so that it may be opened in September, 1895.

INSTITUTE.

The "Joint Institute" held during the first week in September, 1894, was productive of much good. We had with us Dr. Richard G. Boone, President of Michigan State Normal School, Ypsilanti, Michigan. Dr. Boone inspired all with renewed school life by his profound lectures. All our teachers hold Dr. Boone in the very highest esteem.

We contemplate holding the institute the first week in September of each year.

The following was the programme :

Joint Institute

— OF THE —

TEACHERS

— OF THE CITIES OF —

Covington, Newport, Dayton,
Bellevue and Ludlow.

— AT —

PARK AVENUE HALL, NEWPORT, KY.

September 3-7, 1894.

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INSTRUCTOR:

DR. RICHARD BOONE, Principal of State-Normal School, Ypsilanti, Mich.

GRADE INSTRUCTORS:

Supt W. C. WARFIELD, Covington, Ky,  
Supt JOHN BURKE, Newport, Ky.  
Supt OF SCHOOLS, Bellevue, Ky.  
Supt R. M. MITCHELL, Dayton, Ky,  
Supt AARON GRADY, Ludlow, Ky.  
Prof. A J. CRAMER, Washington C. H., O.  
Miss JULIA KOUNTZ, Supt Writing and Drawing, Newport, Ky.  
Supt JOHN BURKE, Chairman of Institute.

## PROGRAMME.

MONDAY, SEPTEMBER 3,

8:45 A. M.

Devotional Exercises.....Rev J. P. Whitehead

Welcome Address .....

Dr. J. O. Jenkins, President Board of Education,  
Newport, Ky.

Response.....Supt. W. C. Warfield, Covington, Ky.

Remarks on Programme .....Chairman of Institute

Address---"Education: the Science and Art,"

Dr. R. G. Boone

INTERMISSION—TEN MINUTES.

Music..... directed by Prof. F. L. Bristow

Address—"Education: A Mental Process" Dr. R. G. Boone

TUESDAY, SEPTEMBER 4.

8:45 A. M.

Devotional Exercises.....Rev. C. H. Williamson

Address—"Education: a Natural Process" Dr. R. G. Boone

Music.....directed by Prof. F. L. Bristow

INTERMISSION—TEN MINUTES.

GRADE INSTRUCTION.

D Section, Room 9—"Psychology".....Supt. John Burke

C Section, Room 10—"Number".....Supt. R. M. Mitchell

B Section, Room 11—"Writing".....Prof. A. J. Creamer

A Section, Room 12—"Literature"...Supt. W. C. Warfield

Address—"Education: A Dialectic Process" Dr. R. G. Boone

WEDNESDAY, SEPTEMBER 5.

8:45 A. M.

Devotional Exercises . . . . . Rev. Ralph J. Smith  
 Address—"Education: An Emancipation," Dr. R. G. Boone  
 Music . . . . . directed by Prof. F. L. Bristow

INTERMISSION—TEN MINUTES.

## GRADE INSTRUCTION.

D Section, Room 9—"Number" . . . . . Supt. R. M. Mitchell  
 C Section, Room 10—"Reading" . . . . . Supt. John Burke  
 B Section, Room 11—"Elementary Science,"

Supt. of Bellevue Schools

A Section, Room 12—"Writing" . . . . . Prof. A. J. Creamer  
 Address—"Education: As Individual and Racial"

Dr. R. G. Boone

THURSDAY, SEPTEMBER 6.

8:45 A. M.

Devotional Exercises . . . . . Rev. G. W. Perryman  
 Address—"The Fundamentals in the Notion of Education,"  
 Dr. R. G. Boone.

Music . . . . . directed by Prof. F. L. Bristow

INTERMISSION—TEN MINUTES.

## GRADE INSTRUCTION.

D Section, Room 9—"Writing and Drawing,"

Miss Julia Kountz, Supt. of Writing and Drawing.

C Section, Room 10—"Language Work,"

Supt. of Bellevue Schools

B Section, Room 11—"Geography," Supt. W. C. Warfield

A Section, Room 12—"Arithmetic" . . . Supt. Aaron Grady

Address—"The Fundamentals in the Notion of Education,"

Dr. R. G. Boone.

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FRIDAY, SEPTEMBER 7.

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8:45 A. M.

Devotional Exercises . . . . . Rev. J. G. Mueller

Address—"The Data of Educational Science,"

Dr. R. G. Boone

Music . . . . . directed by Prof. F. L. Bristow

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#### GRADE INSTRUCTIONS.

D Section, Room 9—"Oral Lessons," Supt. R. M. Mitchell

C Section, Room 10—"Writing and Drawing,"

Miss Julia Kountz

B Section, Room 21—"Arithmetic" . . . Supt. Aaron Grady

A Section, Room 12—"Geography," Supt. W. C. Warfield

Address—"The Data of Educational Science,"

Dr. R. G. Boone

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#### REPORT OF COMMITTEES.

The Presidents and members of the Boards of Education of the cities represented are especially invited to be present, as well as all friends of education in general.

### PROMOTIONS.

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At the present time no provision exists for the promotion of pupils other than at the end of the school year. I am fully satisfied that promotions should be at more frequent intervals. During the present year I shall lay before the board a plan for half-yearly promotions.

I shall also present a plan for the shortening and enriching of the courses of study for the Grammar and Intermediate Schools. I have given this matter careful study, and am fully persuaded that these things can be accomplished and to the betterment of our schools.

I believe that the most defective part of the public school system of the country is the iron-clad regulation requiring the capable pupil to mark time while the incapable pupil is getting breath and catching up. It is now an accepted truth that a large number of pupils can complete the course of study below the High School in less time than the eight years now prescribed. In fact, a pupil of good ability should be allowed the opportunity of completing it in seven years, or even in five or six years.

The pupils of ordinary ability evidently require at least eight years to complete work of the grades below the High School. I shall not undertake to give such pupils more to do, nor less time to do it in.

### EXAMINATIONS.

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Mr. Thurber, of the Girls' High School, Boston, in an able address recently delivered, has this to say of examinations :

"I know very well how unwilling teachers are even to try to conceive an education without examinations. But examinations are a modern innovation, and education is an ancient art. Once upon a time examinations came up; and so, some happy day, they may go down. I find my girls do best when relieved of all prospect of examination. All important in education is the motive with which students work. Simply to spur them to work hard is a coarse method that can have in view only the overcoming of indolence. Indolence, if it exist, is an obstacle to success; but if you simply dispel the indolence, and induce activity, the worth of this activity is still problematical; and if you use examinations as your stimulus, the examinations probably become and remain the be-all and end-all of the activity."

And again:

"So deeply rooted in the pedagogic conscience is this view of perpetual examining, marking and ranking, that you may even see teachers and superintendents estimate the value of studies and school procedures by their examinability. Under the long scholastic regimen of marks even the feminine heart hardens. Were there not infinite compensations in the elasticity of adolescence, and also in the beautiful complaisance which woman never outlives, the case of our youth would be indeed pitiful. The trend of opinion is manifestly towards deposing the idol of examinations. Many teachers are doing the perfunctory old homage under all sorts of mental reservations. You may see teachers who can not act up to a belief that it is a custom more honored in the breach than in the observance, in



whom, however, discretion hath so far fought with nature, that, with one suspicion and one dropping eye, they hold examinations, but implore pupils not to think anything of them—they mark, but expatiate on the baseness of caring anything about marks. Thus are we enacting our little educational play, which seems, at first glance, altogether a comedy, but is, in reality, a melancholy tragedy.

But 'our little educational play' is at the end of the last act, the curtain is dropping and will soon close in the 'melancholy tragedy.' "

During the year, I recommended the discontinuance of the examinations for promotions in the Primary and Grammar Schools. The recommendation was concurred in. This is a step forward. We will still continue, however, to have examinations in the Intermediate Schools and High Schools.

Pupils in the Primary and Grammar Schools are promoted upon the recommendation of the teachers in charge.

Too much time is spent by teachers in examining and marking. Time thus spent gives no material results for good and is time lost that should be used in *teaching*.

Too many teachers "keep school" instead of teaching it.

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### THE HIGH SCHOOL.

The High School course of study has been thoroughly revised.

The Classical Course is provided for those who may wish to prepare for college. The Scientific and English Courses



are for those who may wish to go to college, or who may wish to obtain a good education before entering some occupation in life.

The High School is the child of the people. It is the only hall of learning that has the home for the dormitory. It is not for the rich; it is not for the poor; it is not for the middle class, exclusively, or even especially; it is for the people as they come—rich and poor, and comfortably circumstanced; and it should be made as efficient as possible.

The first aim on the part of the High School is for general intelligence; after that, to prepare both boys and girls for business; to fit them for earning their own living, in case it should ever become necessary on the part of the girls, and in those cases where it is the purpose of the parents to send the pupil to the college or university, to fit them for it. We should give an opportunity all along these lines. There should be some choice allowed the pupils as to the course to be pursued, according to their purpose in attending the High School.

A man in moderate circumstances may not be able to educate all of his children; he may not desire to do so; but there may be one whom it is the dream of his life to educate; perhaps a delicate one, or the bright and studious one of a large family.

Families whose children may never in a single instance attend the High School will reap advantage from its thorough establishment, from the fact that many of the future teachers of the primary and grammar schools are to come

from the ranks of the High School pupils, so that whatever makes the work there more thorough will react upon all the teaching in the schools.

We should make our High School one of the very best in the land, and to this end the teaching force should be increased, and all the other needed facilities provided. In this connection I wish to call your attention to the report of the Principal of the High School, to be found on preceding pages of this report. I concur in his recommendations regarding physical and chemical apparatus. A laboratory should be provided in one of the High School rooms, the same to be thoroughly equipped for work in the science department.

I also recommend that additional teaching force be provided, so that the work may be arranged according to departments. A teacher in the High School can not hope to do thorough work unless the class be not large, and the subjects to be taught few in number.

I also recommend that Greek be made an optional study in the Classical Course of the High School. There are many boys and girls who may desire to go to college, who would attend the High School if Greek were taught therein. Many of these are not so situated that they can employ a private instructor in Greek. Our High School should provide instruction in all subjects required for admission to any college or university in the country.

#### KINDERGARTENS.

During the year 1892-3 two Kindergartens were established, under the control of the Board of Education. These were for white children. In October, 1893, a Kin-

dergarten for colored children was established. The attendance in this Kindergarten did not justify its continuance, and it was abandoned in September, 1894. At the present time we have three Kindergartens for white children—one in the western, one in the eastern, and one in the southern portion of the city. They are in a flourishing condition, and I hope to see the Board of Education make provision for the establishment of a Kindergarten in each and every school building, instead of renting buildings for Kindergarten purposes, as is the case at the present time.

The Kindergarten is now an accepted auxiliary to the public school system. Let us put ours upon a working basis that will admit of no impeachment.

#### THE COLORED SCHOOL.

The Colored School pursues the same course of study, below the High School, as is pursued in the white schools.

The official designation of the Colored High School is: "The Wm. Grant High School." It is provided with a separate course of study from that of the High School for white children.

It is to be hoped that the present prosperity of the Colored School will long continue.

#### THE SCHOOL BUILDINGS.

During the past year and a half the subject of the heating and ventilation of the school buildings has received a great deal of attention by the Board. In January, 1894, the Fourth District building was very badly damaged by fire. When the building was repaired a very fine system of heating and ventilation was placed in the building. The plans for

the heating and ventilation of the Fourth District building were furnished by the School House Construction Company, of Peoria, Illinois. The C. H. Bennett Furnace Company, of Cincinnati, Ohio, executed the work.

During the present fall the Third District building was supplied with a system of heating and ventilation similar to the one previously placed in the Fourth District building, except that it seems to be the opinion of the majority of those who have inspected both buildings, that the Third District building has the superior system. The Southern Smead Company, of East St. Louis, Illinois, planned and executed the work in the Third District building. The Board of Education is to be congratulated upon these great improvements in the sanitary conditions of our school buildings. May these reforms continue until all our school buildings are renovated.

The growth of our city has been such that the present school buildings are no longer adequate for the space and facilities needed by our schools. Before long additional school buildings will be an imperative necessity. Without going into details concerning this matter, I wish to recommend to the board the plan of building a new High School building, and the converting of the present High School building into a district school building. The new High School building should be located at least within four blocks of Eighth and Scott streets. The building now used for High School purposes is in no wise suitable for such use. The interior arrangement is simply that of a very ordinary district school building. Covington is the

second largest city in the State of Kentucky, yet a dozen cities in the state have school buildings far superior to ours.

#### LIBRARY.

On subsequent pages of this report is to be found an extract from the City Charter which relates to the establishment of a public library, under the auspices of the Board of Education. We now have \$2,763.50 in the Library Fund.

The time has now come when some action should be taken towards the establishment of a library. We have facilities for caring for a number of volumes in our High School building. I would advise that the money now on hand be expended in buying reference books and books of a miscellaneous nature, and that these books be placed in the care of the High School until a suitable room can be obtained for the use of the library. Should the new building be constructed for the use of the High School, as recommended in a preceding portion of this report, suitable provision could be made for the library in that building.

#### CIVIL GOVERNMENT.

This subject should be taught in the Intermediate School. A knowledge of this branch is necessary to good citizenship. No man is properly equipped to cast his ballot at the polls until he has some knowledge of the fundamental laws of his country. So many of the children never reach the High School, that it is highly important that they should be taught the elements of Civil Government while in the Intermediate grades. During the year I shall make provisions for the teaching of this important study in these grades.

## ANATOMY, PHYSIOLOGY AND HYGIENE.

Children need know but little or nothing of Anatomy. The simplest elements of Physiology will suffice. But Hygiene should be given careful attention in all its grades. Children should be taught simple rules for the care of the body. The health of the child is of vital importance. The teachers are expected to give attention to the physical welfare of the child, as well as to the child's intellectual development.

## PHYSICAL CULTURE.

In addition to what has just been noted above, I wish to state that the subject of Physical Culture should receive attention in our public schools. The whole child should be cared for. A boy or girl should be taught a correct carriage of the body as well as the process of solving problems in mathematics. The chief aim of Physical Culture should be the preservation of health, symmetrical developments of the various parts of the body, graceful movements, a good carriage of the body, and the development of the voice. I recommend that a supervisor of physical culture be employed.

I recommend that a gymnasium be provided for the High School. The boys and girls of the Intermediate School and High School should be given instructions in gymnastics. In order to do this it would be necessary to establish a gymnasium. A supervisor of physical culture should be employed to give daily instruction in this all-important department in the High School Building.



## MILITARY SCIENCE AND TACTICS.

In March, 1894, by special permission of the Board of Education, I established military drill in the Intermediate School and High School. I am very much gratified with the results, and trust that it may be continued.

Great credit is due Lieut. George C. Saffarrans, U. S. A., of Ft. Thomas, Ky., for the interest manifested by him in giving his services to the Covington Public School Cadets.

The service rendered was a great kindness on his part, and was done at my request and by special permission of the War Department, through Col. Cochran, the commandant of Ft. Thomas.

I especially commend Lieut. Saffarrans for the efficient service he rendered us, and sincerely trust that your honorable board will see fit to arrange to give him a suitable recompense for his services for the ensuing year.

## MORAL CULTURE.

Morality is something to be cultivated as well as other things. I am thoroughly convinced that too little attention is given to moral culture in the public school systems of the country. Ethics should form a part of the course of study in any school of any grade whatsoever.

## LITERATURE.

There is no more important part of the education of our youth than the study of English Classics.

Pupils should be inspired with a love for reading at an early age. In order to bring about desired results it is helpful to prescribe a certain amount to be committed. This should be begun in the First Grade and continued until the Sixth Grade is reached. From the Sixth Grade

until the end of the course a number of choice selections should be learned, but a great deal should be read that need not, necessarily, be committed.

The following may be studied or learned:

*First Year*—We are Seven (Wordsworth), Suppose (Cary), Pied Piper of Hamelin (Browning), Psalm of Life, Rainy Day, The Children's Hour, The Reaper and the Flower (Longfellow), The Snow Shower, The Innocent Child and the Snow White Flower (Bryant), What Does Little Birdie Say? (Tennyson.)

*Second Year*—Minnie and Winnie, Sweet and Low (Tennyson), The Crowded Street (Bryant), The Village Blacksmith, Something Left Undone, An Evening in February (Longfellow), True Worth (Alice Cary), Gather Up the Sunbeams, Nearer Home (Phœbe Cary), Pictures on Memory's Wall (Cary), I Remember (Hood), Jack-in-the-pulpit (Whittier), Daybreak, Flowers (Longfellow), Break, Break, Break (Tennyson).

*Third Year*—The Flower, Song of the Brook (Tennyson), Robert of Lincoln, To the Fringed Gentian (Bryant), The Day is Done, The Bridge (Longfellow), Look Out for Goodness (Alice Cary), Suppose (Phœbe Cary), My Country, 'Tis of Thee (S. F. Smith), Fairy Folk (Cary), Rain in Summer, Skeleton in Armor (Longfellow), A Vignette (Holmes), Barefoot Boy (Whittier), Daffodils (Wordsworth), Enoch Arden (Tennyson), Our Country's Call (Bryant), Psalm XXIII.

*Fourth Year*—To a Waterfowl, Death of the Flowers (Bryant), Rain in Summer, The Brook and the Ocean (Longfellow), Come Into the Garden, Maud, The Arrow



and the Song, The Beggar Maid (Tennyson), Selections from the Sketch Book (Irving), Selections from Lady of the Lake (Scott), Selections from Hawthorne, The Light of the Stars, Evening, The Launching of the Ship (Longfellow), Snow Bound (Whittier), The Bugle Song (Tennyson), Song of the Shirt (Hood), The Deserted Village (Goldsmith), The Way to Sing (Helen Hunt Jackson), Gradatim (Holland), The Sunbeam (Mrs. Hemans), The Cavalry Charge (Taylor), Psalm I, The Sky Lark (Hogg), The Child and the Star (Dickens).

*Fifth Year*—The Battle Field, The Living Lost (Bryant), Bugle Song (Tennyson), Selections from Irving, Scott and Hawthorne, The Chambered Nautilus (O.W. Holmes), in Memoriam, evi (Tennyson), Good-Bye (Emerson), To a Mountain Daisy (Burns), Footsteps of Angels (Longfellow), An Order for a Picture (Cary), The Brave at Home (Read), The Death of the Old Year, New Year's Eve (Tennyson), What I Live For (Banks), The Crowded Street, The Old Clock on the Stairs, The Prairies (Bryant), From My Arm Chair, The Builders (Longfellow), The Fountain, A Day in June (Lowell), The Flower of Liberty (Holmes), To Sleep (Shelby).

The following to be read and studied carefully :

*Sixth Year*—Man is Made to Mourn (Burns), The Deserted Village (Goldsmith), The Boys (Holmes), Thy Will Be Done, The Quaker of Olden Times, In School Days, Conduct (Whittier), Resignation (Longfellow), The Destruction of Sennacherib (Byron), Evangeline (Longfellow) Black Beauty, His Grooms and His Companions, Epistle to Davie (Burns).

*Seventh Year*—October, The Ages, I, II, III (Bryant), The Builders, My Lost Youth (Longfellow). Snow Bound (Whittier), History of New York, or Sketch Book, (Irving) The Living Temple (Holmes), Longing, An Incident (Lowell), Irving's Legend of Sleepy Hollow, Bunyan's Pilgrim's Progress, Address to the Men of England (Shelby).

*Eighth Year*—Apostrophe to the Ocean (Byron), St. Agnes' Eve, Break, Break, Break, The Charge of the Light Brigade (Tennyson), The Field of Lexington (Holmes), Selections from Alexander's Feast (Dryden), Christmas Carols—to read (Dickens), Selections from Essays on Man, or the Universal Prayer (Pope), Selections from Comus, or Hymn to the Nativity (Milton), Waiting by the Gate, The Evening Winds, Thanaptosis (Bryant), Mable Martin (Whittier), Lady of the Lake (Scott), Vision of Sir Launfal (Lowell), Ivanhoe (Scott).

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### CONCLUSION.

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In conclusion, I wish to extend my thanks to the Board of Education for the mark of appreciation shown me in many ways. Your honorable board kindly extended my term of office from one to four years previous to my reelection. For this especial manifestation of confidence I am sincerely grateful. I also wish to thank the teachers for their co-operation in the work of the past year. I have a very warm appreciation of what they have accomplished. They have done much to improve the schools of our city.

Respectfully,

W. C. WARFIELD,  
*Superintendent Public Schools.*

## CHARTER OF THE PUBLIC SCHOOLS

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OF THE CITY OF COVINGTON, KY.—APPROVED MARCH 19, 1894

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## ARTICLE XI. PUBLIC SCHOOLS.

§ 1. There shall be maintained a system of public schools at which all children who are *bona fide* residents of the city between the ages of six and twenty years may be taught at the public expense, and schools may be opened as a part of said system to teach children of the ages of four, five and six years, by the kindergarten method. Said schools shall be under the control of a board, to be styled the Board of Education, consisting of two trustees from each ward in the city, to be elected, however, by the qualified voters at large of the city. Said Board of Education shall continue, and they are hereby declared, a body-politic and corporate, under the name and style of "Board of Education," with perpetual succession; and by that name may contract and be contracted with, sue and be sued, have and use a corporate seal, the same to alter or renew at pleasure; may purchase, receive, hold, lease and dispose of real and personal estate for public school purposes. The control and management of the public schools of the city, and the property and funds thereon to belonging, shall be, and is hereby, vested in said board, subject to the provisions of this act. They shall have power to make by-

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NOTE—Covington is a city of the second class, according to the classification under the provisions of the State Constitution.

laws and rules, not in conflict herewith, necessary for the discharge of their duties and the government of their proceedings. They shall meet once in each month, or oftener, if necessary, but it shall require a majority of the members-elect of said board to constitute a quorum for the transaction of business, and for the appropriation of money or the execution of a contract; the concurrence of a majority of the members-elect of said board shall be indispensable, and upon a call, for the yeas and nays, to be entered of record. The meetings of said board shall be held in some public place, and a correct record of their proceedings shall be kept in a book provided for that purpose, which shall be a public record, and open to inspection by any officer or citizen of the city.

§ 2. Said Board of Education shall determine for itself the qualification and election of its members. They shall have the power to fill, until the next general election, all vacancies in said board, occasioned by death, removal or otherwise, and all returns of election shall be made to the clerk of said board, who, by direction of the board, shall issue certificates of election.

§ 3. All the property now used for public school purposes in the city, or which may, at any time, be owned by the Board of Education, and all the funds or means that may, at any time, come under the control of same, are hereby forever dedicated to the purpose of public schools of the city, and the title to all property, real and personal, and the property itself, in the city, known and used as public school property, are hereby vested in said corpora-

tion, and the same shall forever remain free from any debt or liability of the city, and free from any city or state taxation.

§ 4. Said board shall have power to elect and appoint such superintendent, principals and teachers as they may deem necessary for the public school, regulate and fix their salaries, and may, at any time, suspend or remove them, or any of them, by a vote of two-thirds of the members-elect of the board. Said board may purchase, build or rent any ground, building or buildings, necessary or convenient for public school purposes, and may make contracts to that end; and any property so leased, purchased or otherwise occupied, may be reserved by terms, deed or lease to the public schools of the city, and, if so reserved, shall not be liable for any debt or debts of the city not incurred for public school purposes. Said board may also receive and hold for public school purposes any gift or device.

§ 5. Said board shall prescribe the branches of education to be taught, the necessary qualifications, the mode of examination, and the number of teachers to be annually admitted to each school. They shall fix the boundaries of the districts within which children shall be admitted to each school; but the majority of said board may permit children residing in one district to attend school in another. They may establish high schools and fix a grade of public schools, and prescribe the rules by which pupils may pass from one grade to another, and from the graded to the high school.

§ 6: All children entitled shall have equal rights of admission to, and benefits of said school, wherein no catechism or other form of religious belief shall be taught or inculcated; nor shall any class book be used therein which reflects upon any religious denomination or sect; neither shall any of said schools be so conducted as to interfere with the religious faith or creed of either parents or pupils.

§ 7. Said board shall, at the end of each scholastic year, prepare and cause to be published a printed statement, showing the number of admissions in, expulsions from, and present number of pupils in each school, with the general condition and the educational progress made therein; the amount, character and condition of all funds and other property belonging to said schools, together with such other information as may be proper and necessary for the benefit of said schools and the general public.

§ 8. Said board shall annually, in the month of January, approximately ascertain the amount of money necessary to be used and to defray the expenses of maintaining the schools, improving or constructing of buildings, etc., thereof, and any liquidations of the liabilities during the current fiscal year, and report the same, together with the amount to be received from the common school fund of the State of Kentucky (which amount the board shall ascertain by taking the census required by law) to the Auditor, and thereupon the general council shall, at the request of said board, levy and collect such taxes as may be requested, and the money arising from said levy shall, under the direction and control of said board, be used for the benefit of the common schools, and for the purpose of paying off the in-



debtedness of said board: *Provided*, That said levy shall not in any one year exceed thirty-five cents on each one hundred dollars valuation, as returned by the board of equalization, on all taxable property in the city; *And provided further*, That this act shall not be so construed as to prevent said board from receiving and expending any sum or sums that may come to them by gift, device or any law of the State. The tax bills for all taxes levied by the general council for the public schools shall be made out by the city clerk and included in the tax bills containing the ordinary levy, and shall be collected with the same, by the same officers, and in the same manner that the ordinary levies are collected by the collecting officer, and the powers and duties conferred and required of officers in collecting the ordinary city taxes, are hereby conferred and required of them in collecting the taxes levied for said public schools, and such collecting officer and his sureties shall be liable under his official bond for any failure to perform his duties, upon which bond suit may be brought for the use of said board, and recovery had for such amount as shall be found due thereon. All such sums of money, when collected and paid into the city treasury, shall be set apart to and passed over to the common school fund subject to and drawn out only by the order of said board, as provided by law and ordinances of the said board then existing.

§ 9. Said board shall have power to admit to said schools pupils from beyond the limits of the city, and may collect therefrom tuition fees for the benefit of the school fund of the city, and no children or persons residing beyond said limits shall be admitted as pupils in any of said schools

except on payment of such tuition fees as said board may require. Said board may elect or appoint such employes as they may deem necessary, and shall prescribe and fix the compensation of each, and may dismiss the same at pleasure.

§ 10. Said board may appoint a board of examiners, to consist of not less than two nor more than five competent persons, whose duty it shall be, together with the superintendent, to examine, under such rules and regulations as may be prescribed by the board, into the qualifications of all applicants for a position as superintendent, principal or teacher of said schools. *Provided*, That no person, other than the superintendent, shall be a member of said board of examiners who shall be employed in, or connected with, the public schools of the city. Said board of examiners shall receive such compensation and perform such duty as may be prescribed by said board.

§ 11. The said Board of Education shall provide, maintain and support separate schools wherein all colored children, who are *bona fide* residents of said city, between the ages of six and twenty years, may be taught in like manner as herein provided for white children; said colored schools shall be entitled to the same benefits, be governed by the same rules and regulations, and be subject to the same restrictions as the schools herein provided for white children.

§ 12. No member of the Board of Education, or officer, or teacher, or employe thereunder, shall be, directly, or indirectly, interested in any contract, with work done for or by, or furnishing of supplies, or sale of property to or for, the said board; be in arrears to it for money collected, or held,



without a quietus therefor; have been convicted of malfeasance in office, bribery or other corrupt practice, or crime, or hold any office or employment, in any company or corporation which has been, or is an applicant for any contract with said board (stockholders in such companies or corporations are not, however, herein included); but they shall not vote on, or interfere, directly or indirectly, with any matter or question affecting such company or corporation, in any manner whatever, other than common with the general public, nor use his official position to secure the patronage of the teachers or employes of said board. Any person violating the provisions of this section shall be guilty of misdemeanor, and shall forfeit his office or position, and be ineligible to be a member of, or hold any office or employment under said board.

§ 13. The board shall have power to establish and maintain a normal school, or normal training class, for the purpose of training the graduates of the high school and others to be teachers in the schools of the city, and to this end it may prescribe such rules and regulations for the government of the said normal school or normal training class, and employ a principal and other teachers, as may be necessary for the maintenance of the said normal school or normal training class.

§ 14. The treasurer of the city shall be treasurer of the said Board of Education, and as such shall keep separate and distinct from all other funds all moneys, bonds and securities belonging to, or which may hereafter be dedicated or set apart for public schools, and shall only pay out or deliver any of said funds, bonds or securities upon the

warrant of said clerk, and approved by the president of the Board of Education, and shall perform such other duties as may be prescribed by said board.

§ 15. Said board shall have power to appoint a clerk, and prescribe his duties and term of office, fix his compensation, and pay the same out of the school fund, and shall require of him bond and security, if they deem the same unnecessary. The proceedings of the Board of Education, and copies therefrom, certified by its clerk, shall be taken in the same manner, and have the same force and effect in courts and elsewhere as are now given to the proceedings of the general council.

§ 16. Said board of education shall have exclusive control of all school funds of the city, from whatever source the same may be derived, including the *pro rata* of the city from the common school fund of the State of Kentucky. They shall have the right to receive all fines, forfeitures and taxes that may inure to the benefit of the public schools of the city. They shall have power to expend all moneys in the interest of the public schools in the city, and the warrant of the clerk, and approved by the president of the board, shall be honored by the treasurer to the amount of the school fund in the treasury.

§ 17. All indebtedness, bonded or otherwise, and all liabilities and contracts of the school board, existing at the time this takes effect, and all taxes, funds, sinking funds or other resources that have been pledged or set apart for the payment of the principal of the interest thereof, shall continue unimpaired, and remain of the same force and effect

as though the same had been authorized and contracted by the express provision of this law, and said board may refund any debt by the issuance of bonds.

§ 18. No money shall be drawn from the funds unless the same has been appropriated by the order of the Board of Education and no appropriation of money shall be made to be paid out of said school fund, unless the money shall actually be in the treasury to meet the draft; and, if any appropriation shall be made and there shall be no money in the treasury at the time of the making of said appropriation with which to pay the same, the members of the Board of Education voting therefor shall be individually liable to any party injured for the amount of damages sustained in consequence thereof.

§ 19. At the first general election under this act, there shall be elected as members of the said Board of Education, two persons, to be selected from each ward of the city, but elected by the qualified voters at large of the city, subject to modifications as to the qualifications of voters herein prescribed. The one person from each ward receiving the highest number of votes for two years, and the one from each ward receiving the next highest number of votes for one year, and in case two receive the same number of votes, the time shall be decided by lot. And on the same day of each year thereafter there shall, in like manner, be elected one person from each ward by the voters at large as a member of said board for two years. All persons elected under this section shall assume the duties of his office on the first Monday in January following said election.

Trustees in office whose time has not expired when this act takes effect, shall remain in office until their successors are elected and qualified.

§ 20. Said board of education shall elect from their own number a president for the term of two years, and may prescribe who shall preside in his absence, and make all necessary rules prescribing the duties of the presiding officer and the government of themselves.

§ 21. All votes at elections of members of said board shall be by secret ballot, and after such registration and subject to such rules and regulations as to manner of registration as may be prescribed by law for election of State officers.

§ 22. All persons possessing the qualifications required by this act to make them eligible to election as members of the Board of Councilmen, shall be eligible to membership in the Board of Education and all persons possessing qualifications required by this act, or which may be prescribed by ordinance, in order to vote at elections for city officers, are hereby declared qualified to vote at all elections for members of the Board of Education, and women who may possess such other qualifications required for males, are hereby declared to be eligible as members of said board of education, and qualified to vote at any and all elections for members of said board.

§ 23. The officers required to hold registration for voters in cities shall provide for separate registration of men and women, and cause to be opened separate polls, at which all persons desiring to vote for members of the

school board shall be permitted to vote, otherwise both the registration and election shall be held according to the provisions of the general election law.

§ 24. In any city of the second class, where members of the school board were elected at the general election in 1893, such members so elected shall hold their respective offices until the regular election in 1895. In any city where no such election was held, the mayor thereof shall appoint two members of said board from each ward in the city, subject to the approval of the Board of Aldermen, and the board so appointed shall hold office, exercise the powers, and be subject to the regulations of this act, until the regular election in 1895.

### PUBLIC LIBRARY.

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The following extract from charter of the city of Covington is also inserted in this report. It relates to the establishment of a public library, the same to be under the control of the Board of Education :

#### ARTICLE X. GENERAL PROVISIONS. (SECTIONS 15 AND 16.)

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§ 15. That as soon as a sufficient fund for that purpose shall have been accumulated under the provisions of this act, augmented by private contributions or otherwise, there shall be established and maintained, in connection with the public school system of the city, and as a part of it, a public library, which shall, under proper regulations established by the general council, be under the direction, custody and control of the school board. Said library shall,



at all reasonable times, and under reasonable directions, be open to the pupils of the public schools of such age and grade as may be fixed in the regulations of the school board and shall, in like manner, be open and forever free to the public during the reasonable and proper hours of the day and until at least nine o'clock of the evening; but said library may be closed on Sunday if deemed proper. When there is already established in the city a public library, the school board, under the authority of the general council, may enter into an arrangement with the person, association or corporation owning and controlling such library, whereby such library may be transferred or leased to the school board, for a time or in perpetuity, or united with that established by the city under the provisions of this act, and in execution of this purpose the school board may appropriate and expend, with the approval of the general council, the funds coming to their hands under the provisions of this section: *Provided, however,* That the library so leased, purchased, acquired, united with or established, shall be free to the pupils of the public schools and to the general public, and that said library shall be strictly non-sectarian, and so conducted. That in aid of the establishment and maintenance of such free public library, there is hereby appropriated, and the general council shall direct to be paid over to the school board annually, or at more frequent periods, one per cent. of the net amount of the tax levied and collected by the city for school purposes, and one-half of the net amount of all fines and costs collected in police court. *Provided,* Said one-half of fines and costs so appropriated to said library fund shall not exceed five thousand dollars per annum.

§ 16. Whenever ordered so to do by the mayor, the auditor shall examine the records and proceedings of the police court, and of courts of justices of the peace in the city, and ascertain and report to the mayor all costs, fees, fines, moneys due upon judgments or replevin bonds, or other moneys that may be due to the city, and the mayor shall see that such steps are taken and proceedings had as may be necessary to have collected and paid into the treasury all such costs, fees, fines, moneys due upon judgments or replevin bonds, or other moneys that may be due to the city, or that may have been collected by any officer or person and not paid into the treasury.















LIBRARY OF CONGRESS



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